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AN APPRENTICE COURSE FOR SMALL LIBRARIES

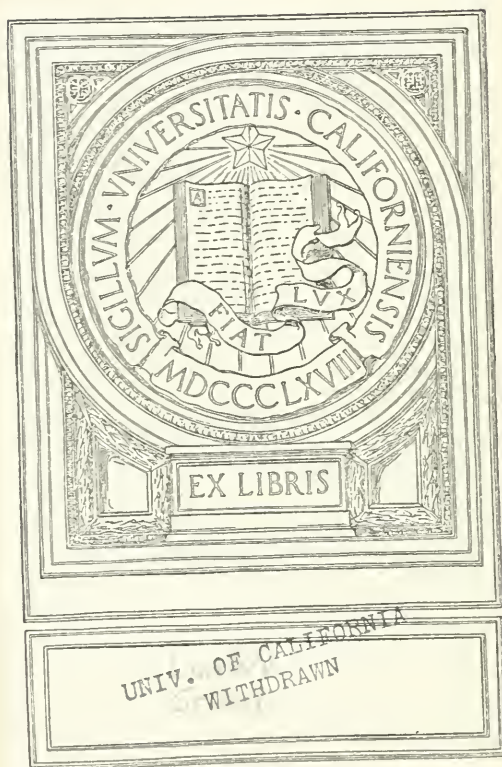
*By The Faculty
of the
Library School of the University of Wisconsin*

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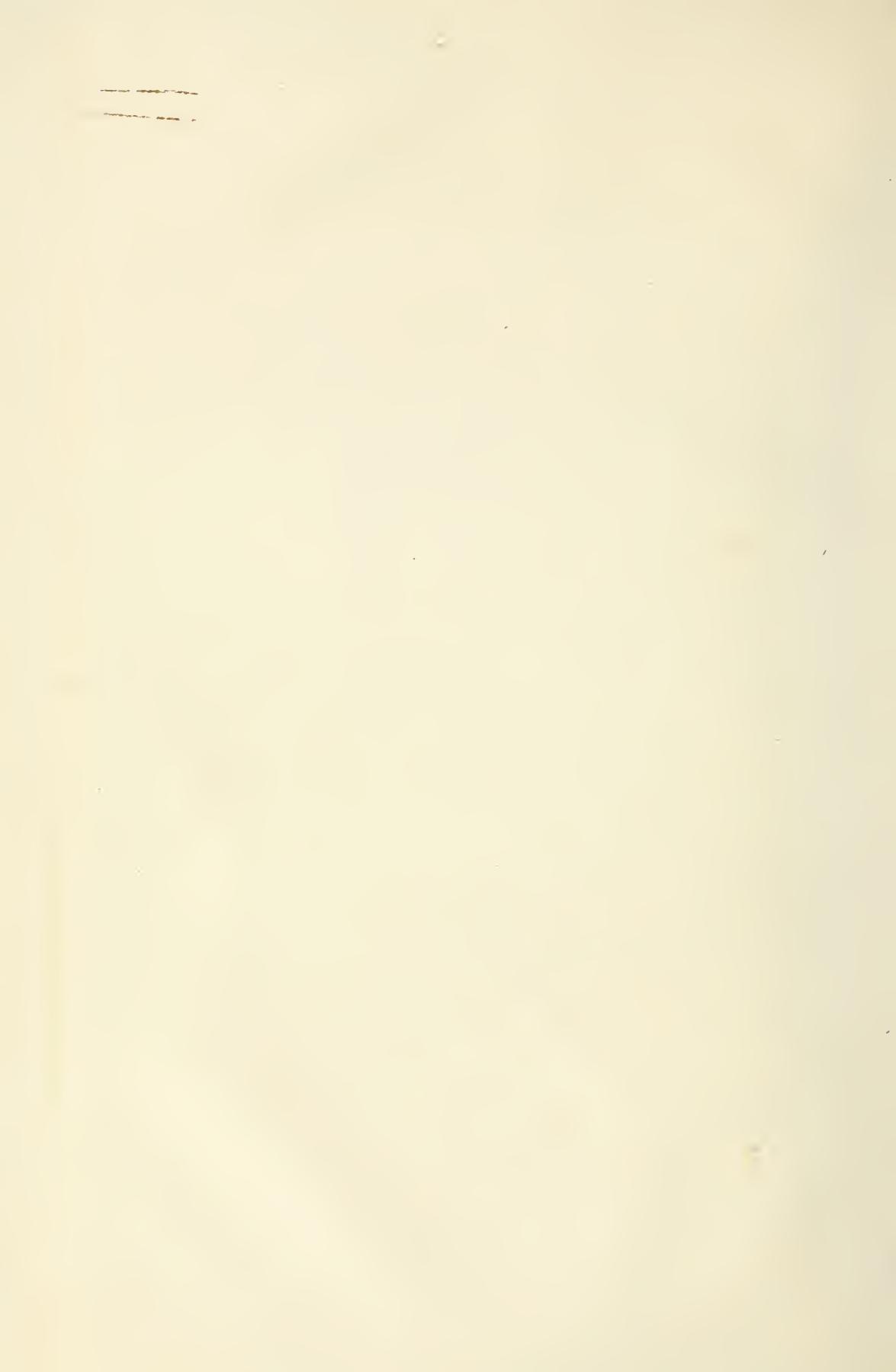
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AN APPRENTICE COURSE FOR SMALL LIBRARIES

Outlines of Lessons, with Suggestions
for Practice Work, Study,
and Required Reading

By
The Faculty
of the
Library School of the University of Wisconsin

SCHOOL OF LIBRARIANSHIP
UNIVERSITY OF CALIFORNIA
BERKELEY, CALIFORNIA

Chicago
American Library Association
Publishing Board
1917

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PUBLISHING BOARD

CANTWELL PRINTING COMPANY,
MADISON, WISCONSIN

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INTRODUCTION

Apprentice work in small public libraries should receive greater consideration. Apprentice help can be of mutual benefit in even the smallest library, if rightly planned. From the standpoint of the librarian such help is usually necessary and solves the problem of inadequate funds for paid assistants. From the standpoint of the apprentice, it is an opportunity to be "tested out" in her adaptability for library work, and for future training in the library school. In every community, there are high school graduates who seek such work.

It is obvious that the librarian owes some return for this gratuitous or poorly paid service by planning as thorough a course of training in library routine as she is capable of giving. This is her duty towards her assistants and apprentices. Too few librarians appreciate the prestige that comes to a library from the careful training of assistants and apprentices. Many are left to stumble about and find things out for themselves, thus gaining no adequate conception of the work, and failing, therefore, to render service that really counts for the library. A number of libraries have established reputations for good training, and assistants or apprentices coming from these libraries are recognized as first-rate candidates for library schools and not infrequently are offered good positions in other libraries.

Believing that apprentice work merits more attention, and wishing to give assistance to those libraries that are trying to solve the problem, a series of articles on the subject was planned by the faculty of the Wisconsin Library School and first appeared in the *Wisconsin Library Bulletin*, October 1914-July 1915, v. 10-11. "Separates" of these articles were printed in a limited edition, which was soon exhausted by numerous requests for extra copies. The matter contained in the original series has been revised and is offered herewith in the hope that it may continue to prove useful in this more convenient form.

The subject matter is presented for the most part in outline, but it has seemed desirable to vary the style in the different chapters according to the nature of each subject. Methods given are naturally those advocated by the Wisconsin Library School, and references to the *Wisconsin Library Bulletin* are frequent. Amendment and change to suit local practice will be needed. In this revision heed has been taken of the helpful criticisms which have been made upon the series by librarians who have used it.

July 1917

MARY EMOGENE HAZELTINE
HELEN TURVILL
MARY F. CARPENTER
MARION HUMBLE

CHAPTER I

SELECTING AN APPRENTICE

Positions on the library staff should not be given to untrained persons. Entrance should be possible only through apprenticeship or library school training. It naturally follows that the library must have apprentices in training to fill possible vacancies. But there need be no definite promise of employment to those who take such training. The obligation of giving instruction in library methods in return for the service rendered by the apprentice is all that is binding upon the librarian. The emphasis should be put upon the privilege conferred by the library in accepting the apprentice. At the outset she will be far more trouble than help, since all her work must be revised, and in addition time must be spent in giving her instruction. Make the applicant for a position understand that just as apprentice work is required in other callings, it is essential to a librarian's.

*"The apprentice work should be given at the busiest time of the year for mutual advantage; work is seen at its best when at its busiest; the apprentice feels the pressure, and the library, the relief in the assistance given. The arrangement with the apprentices should be on a purely business basis and the course of instruction should be so thorough and systematic as to compensate for the time spent. At the outset the apprentice will be more trouble than help, since the librarian must revise all the work done, in addition to keeping regular appointments for instruction. Obviously, only a well trained and thoroughly competent librarian is fitted for such a task.

"The entrance requirements should be at least a high school course or its equivalent, good health, and the personality which makes possible good library serv-

ice. Promptness, orderliness, accuracy, amiability, speed and the ability to differentiate between essentials and non-essentials, must be united with scholarship and good literary taste and sweetened with brotherly love and that kindly humor which is so truly the saving grace. In other words, the apprentice should be of such stuff as librarians are made and happy is she who adds to these things the ancestry of culture.

"Whether fitness shall be determined by examination must depend upon local conditions. The ideal method of selection is through personal acquaintance. In a town so small that the librarian knows her constituents individually, or in which she has implicit faith in the principal of the high school, this should be comparatively easy. The librarian's visits to the school should be no rarity and should excite no suspicion of ulterior purpose when she goes to listen to recitations of the students chosen by the school authorities in answer to her request for a list of possible apprentices."

Examination for Candidates

"The examination, if one be offered, should cover general history, English and American more specifically, general information, literature—again with emphasis on English and American—and current events. An informal oral examination to test the quickness of thought is often illuminating, and an excellent test of an examination is to take it oneself.

"The important thing to bear in mind in selecting apprentices is that it is much easier to get an assistant than to get rid of one. Any applicant who can be deter-

*Quoted paragraphs are taken from a thesis prepared by Sarah Virginia Lewis on *The Apprentice System in Small and Medium Sized Libraries* as a graduating requirement for the Wisconsin Library School, June, 1911.

red by a recital of the difficulties with which her path will be set and the small compensation that will be hers, even should she continue to walk therein till the way leads through the portals of the library school and into librarianship itself, should be spared no detail."

A specimen of examination questions is given, as offered candidates by the Buffalo Public Library. Mr. Brown, the librarian, writes of these questions, as follows:

"Of course, it should be understood that the examinations are given to graduates of high schools without any library experience whatever, nor any library training. They are simply papers of general information to weed out the large number of applicants which we have at the times when the examinations are given.

"As a rule, we get about 10% of the class to pass the examination. After this we give each one who passes, a two weeks' trial in the library, during which time we can judge somewhat of their adaptability and they can find out whether they like the work or not, and then their names are placed upon the eligible list. We offer these examinations about once a year."

BUFFALO PUBLIC LIBRARY

Examination of Candidates for Library Employment

Saturday, May 27, 1916

Under each question, answer only the number of items specified.

1. (Counts 5). What form of municipal government is now in force in the City of Buffalo? Who are the men in charge of it?
2. (Counts 5). What railroads are now building stations in Buffalo? Where are these stations situated?
3. (Answer 5. Counts 5). What is an anthology, a gazetteer, an encyclopedia, a concordance, a dictionary of synonyms, year book, an atlas? Name a notable example of each.
4. (Answer 10. Counts 10). Locate any 10 of the following:
Dover Strait, Caspian Sea, Guatemala, Saloniki, Culebra Cut, Kabul, Mt. Rainier, The Carpathians, Port Said, Lake of Lucerne, Vistula River, Mt. Hood, Verdun, Dardanelles.
5. (Answer 10. Counts 10). What author's name do you connect with the following localities?
Brook Farm; The Lake Country; The Temple, London; Camden, N. J.; Casa Guidi, Florence; Sunny-side; Isle of Wight; Abbot'sford; Concord, Mass.; Cheyne Row, Chelsea, London; Salem, Mass.; Coopers-town, N. Y.; Vailima; Twickenham.
6. (Answer 10. Counts 10). Who wrote the following?
Ramona, Hiawatha, The Gold Bug, Thanatopsis, Ben Hur, The Oregon trail, Walden, The Scarlet letter, The Biglow papers, Snow bound, Alhambra, Leather-stocking tales, Rise of the Dutch Republic, Conquest of Mexico.
7. (Counts 5). What does the term "the classics" mean to you? Mention the titles of 5 works which seem to you properly so called.
8. (Answer 10. Counts 10). What is the meaning of the following phrases?
The forty immortals, Poet laureate, Rhodes scholarship, March to the sea, Retreat of the ten thousand, Divine right of kings, Mason and Dixon's line, The Renaissance, The minute men, The Puritan revolution, Heir apparent, The Triple Entente.
9. (Answer 10. Counts 10). Identify, in a few words, 10 of the following persons:
David Chester French, Robert Bridges, Arthur Twining Hadley, Elihu Vedder, Owen Wister, Edward H. Sothern, Augustus Thomas, Frederick MacMonnies, John S. Sargent, Maxfield Parrish, Louis C. Tiffany, John Masfield, Jessie Willcox Smith, Cecilia Beaux.
10. (Answer 10. Counts 10). What is the meaning of the following words?
Amphibious, archeology, pseudonym, alluvial, iconoclast, antipodes, esoteric, euphony, inertia, exotic, interpolate, ethnology, ethics, psychology.

11. (Counts 5). What book would you suggest if you were asked for a good love story, a story of adventure, a business story, a southern story, an historical novel?
12. (Counts 5). Name a standard general history of the United States, the world, Greece, Rome, England. Do not name school text books.
13. (Counts 10). Write a brief letter to a friend describing quite specifically some book which you have read within the year and enjoyed. Say exactly what you liked in the book.

Length of Course

The amount of time, which the apprentice should give to practice work in a small library, should be *at least* four hours a day for six months, if the library is open daily; five or six hours on each day, if the library is not open daily. Some librarians require 36 to 42 hours per week for a period of six months. Schedule the hours as for a regular assistant and hold the apprentice strictly to her time. Instruction time should be extra. If the apprentice desires to complete the course in a shorter period, she must be required to give full time for three months. If it is necessary to train an assistant for a va-

cancy, insist that the candidate be tried out as an apprentice, and that she serve without compensation the equivalent in time required of apprentices. Trades and professions demand an apprenticeship or previous training and the library board should have a similar requirement in employing untrained and inexperienced assistants.

The amount of instruction to be given by the librarian should include at least one lesson per week and informal instruction and supervision each day. "The wise librarian who encourages her staff to 'help by thinking as well as by doing' will certainly enjoy a reflex benefit, and after a few weeks will find that in spite of the time she must spend in revision, she can do many of the things she has long been wanting to do, and now finds time for, because of the relief from routine work that many hands afford."

In addition to daily work in the library the apprentice should be assigned required reading on technical subjects to be done in her own time. Suggestions as to general reading should also be made, with a view to developing her literary taste and increasing her knowledge of books. Lists which may prove helpful in making reading assignments during the course are printed in the last chapter.

CHAPTER II

EXPLANATION OF CLASSIFICATION AND SHELVING

The aim in beginning instruction with the apprentice should be to familiarize her with the arrangement of the books in the library, that she may know how to find books on the shelves, and thus learn the classification through use. This knowledge is best taught through practice in shelving, work which will be of assistance at the same time to the librarian. Do not attempt to teach how to classify at first.

Explanation of Classification

1. Give purpose of classification—grouping books by subject. Define:

Classification—a scheme for arranging books in a library so that similar works or works on similar subjects shall stand together on the shelves.

Call number—a symbol used to designate each book, consisting of two parts: 1st, class number, a combination of figures indicating the subject of the book; 2d, book number, a combination of letters and figures used to distinguish an individual book from all other books in the same class. Class numbers keep all books on a subject together and book numbers keep books of a class in order.

Decimal system—a scheme for arranging all books in 10 classes, each class being divided into 10 divisions and each division into 10 sections. By using a decimal point, this division may be carried out until the classification is as minute as desired. Arabic figures are used, the numbers assigned to the books and the books arranged in simple numerical order. Thus 512 (algebra) precedes 513 (geometry) and follows 511 (arithmetic). Book num-

bers insure that books with the same class numbers fall into alphabetical sequence.

Figures 1 and 2 show two groups of books, one not classified and one classified according to the Decimal system. Note how much more readily the books upon music can be found in Figure 2, showing the result secured by classification,—namely that books on the same subject stand together.

2. Require apprentice to learn the 10 main classes of the Decimal system and study the divisions, using either the summary in the *A. L. A. Catalog*, 1904, page 36, or the second summary in the *Decimal Classification*. Give her the bookmark "How to use the library," (Democrat Printing Co.) showing the more important divisions of the classification.

3. Explain the arrangement of classes on the library shelves. Call attention to the case labels as a guide in locating a specific class. Take the apprentice through the book room, showing book cases, shelf labels, and other details of arrangement.

4. Drill by questions of the following type:

Find a book on United States history.

A novel by Booth Tarkington.

The book marked 641-L63; 921-W27L (to show method of shelving biography by name of biographee, instead of author); 331.8-R14 (to show use of decimal point).

Ask some of these orally, requiring that the apprentice seek out the book and bring it to you in every case. Assign a few questions of this type to be looked up before the next lesson, and the books involved brought to class.



FIG. 1.—GROUP OF ART BOOKS, UNCLASSIFIED

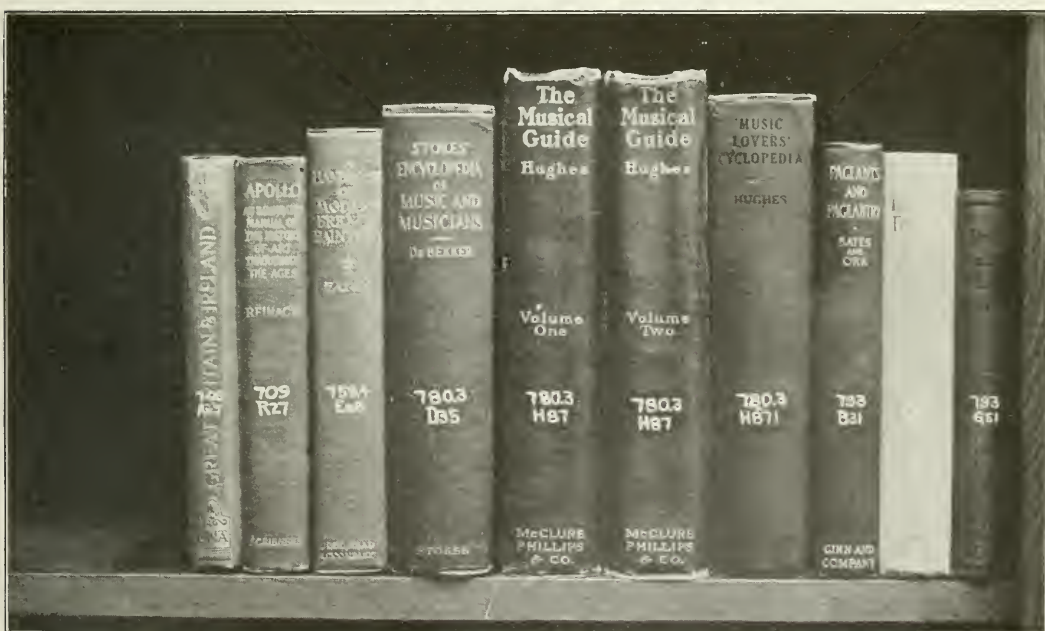


FIG. 2.—GROUP OF ART BOOKS. SHOWING HOW CLASSIFICATION BRINGS SUBJECTS TOGETHER



FIG. 3—SHELF IN DISORDER



FIG. 1—SHELF PROPERLY ARRANGED



FIG. 5—EXAMPLE OF SHELVING FOR REVISION

Directions for Reading Shelves

1. Review work given in first lesson.
2. Explain the arrangement of books on a shelf.

Numerically by class.

Alphabetically within class by author's name.

Alphabetically under author by title of book, except in biography.

Space allowed at end of each shelf for growth of library.

3. Emphasize necessity of reading shelves daily to see that books are in order.

4. Assign reading of shelves and correcting mistakes found, this work to be done very morning during the course. If several apprentices, make each responsible in turn for books in specific sections, for instance, one can be assigned history, travel, biography, and fiction, A-H; another, literature, fine arts, and fiction, L-O; etc. Supervise this work until the apprentice has learned to do it accurately.

How to Shelf Books

1. General hints on order of shelves.
 - Even rows, upright position of books.
 - Books well forward on the shelves, even with front edge of shelf.
 - Not crowded — books must be shifted as shelf becomes crowded.
 - Book supports in place.
 - Shelf labels in position.
 - Book labels—clean, distinct; remove any book needing relabeling.

Figure 3 shows a shelf of books in disorder, row uneven, books out of place, and

book support failing to hold them upright. Note also poor labeling, uneven distance from bottom of book, some torn, and some missing; poor shelf label, one missing entirely.

Figure 4 shows a well arranged shelf, with space allowed for growth of the library. Books are in proper position, just as the apprentice is expected to arrange them each morning. Note book supports in position, good labeling on books and shelf labels.

2. Required work in shelving. Have apprentice shelve every morning the books that have been discharged and slipped during the preceding day. Schedule this work as a part of her daily duties. Revise work as soon as completed, explaining mistakes made.

3. Directions for practice work in shelving.

Arrange books to be shelved in class order on book truck or vacant shelf.

Find location for each book and place it in position, but turned down, so that the work may be revised quickly. See Figure 5 for illustration of this method.

Note: If preferred, a colored slip may be placed in each book, allowing it to project, and the book be shelved upright.

Required Reading

Fay, L. E. & Eaton, A. T. Instruction in the use of books and libraries. Boston Book Co. \$2.25

Chapter 8. Arrangement of books on the shelves.

Ward, G. O. Practical use of books and libraries. Boston Book Co. \$1

Chapter 4. Numbering and arranging books.

CHAPTER III

LIBRARY HANDWRITING

One of the places where the apprentice can be of great help to the librarian, and can also obtain a valuable asset for herself, is in helping to keep the library records. In order to do this, she must know how to write a legible, well-formed hand. If an apprentice does not write naturally a perfectly clear hand and one easily read, she must acquire the "library hand." It is true that the typewriter is taking the place of handwriting in many of the library records, but there are still places where the work can be done more quickly and clearly in handwriting than on the typewriter. As most records are for public use it is essential that they should be plainly and neatly written.

Places where Library Handwriting is Used

1. Library records—accession book, registration records, book pockets and cards, readers' cards, reserve, gift, and overdue postals, circulation statistics, etc. See Figures 13, 14, 18 and 25 for examples.
2. Labeling—book labels, shelf labels, exhibition labels. See Figure 9.

Hardly a library exists to-day which is not making more and more of a point of labeling "its goods." No exhibits, special collections of books, or even the general collection mean much to the public, unless they are sufficiently labeled to call attention to them. It hardly need be emphasized that shelf labels and those on the backs of books must be clear and easy to read.

3. Business correspondence

If this is not done on the typewriter, it must be in legible handwriting.

4. Catalog cards

As the catalog is primarily for public use, the cards should be type-written, or if that is impossible, written in a good library hand.

Library Handwriting Practice

The apprentice cannot work on regular records of the library until she has mastered the proper handwriting. This practice should begin early in apprentice work, the discussion of principles being taken up in one of the early lessons outlined above, and practice continued until proficiency is attained.

The acquiring of a library hand is only a matter of practice. During the first month or two as much time as possible should be devoted to actual practice. At least fifteen minutes a day could be given to this during regular hours. An apprentice should willingly devote some outside time to copying in her best library hand material which she wishes to keep. As soon as a sufficiently good hand is acquired, certain regular assignments in the actual record work of the library can be given to the apprentice.

Instruction to Apprentice

1. Give principles of library handwriting, as found in the New York State Library School pamphlet on library handwriting. (Price 5 cents.)
2. Provide apprentice with samples of joined and disjoined hand, such as those shown in Figures 6 and 7, which are taken from the New York pamphlet.
3. Require practice on the making of capitals, lower case letters, figures and sentences, observing the following rules:

SPECIMEN ALPHABETS AND FIGURES
Joined hand

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p
q r s t u v w x y z
1 2 3 4 5 6 7 8 9 0 &

Take great pains to have all
writing uniform in size, slant,
spacing & forms of letters.

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FIG. 6.—JOINED HAND

Disjoined hand

A B C D E F G H I J K L M N
O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p
q r s t u v w x y z
1 2 3 4 5 6 7 8 9 0 &

Take great pains to have all
writing uniform in size, slant,
spacing & forms of letters.

FIG. 7.—DISJOINED HAND

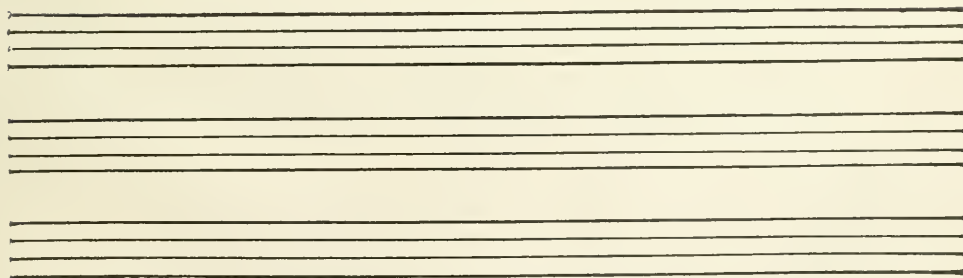


FIG. 8.—PENMANSHIP PRACTICE PAPER

Sit squarely at the desk and as nearly erect as possible.

Be accurate in making a copy of anything, and take great pains to have work neat.

Take care that letters are uniform in size, slant, and spacing.

Constant practice will result in speed which is an important requisite.

Use lined practice paper (Figure 8).

Note: Much difficulty is experienced in practicing the library hand on unruled

Figures, t, &, i, are $1\frac{1}{2}$ ems or $1\frac{1}{2}$ spaces high.

Avoid all flourishes and ornament in letters.

Make figures large and plain for labels. (See explanation on lettering, p. 17).

Practice by pasting labels on a card or sheet of paper and fill in. See Figure 9. This should be done before any attempt is made to write the label on the back of a book.

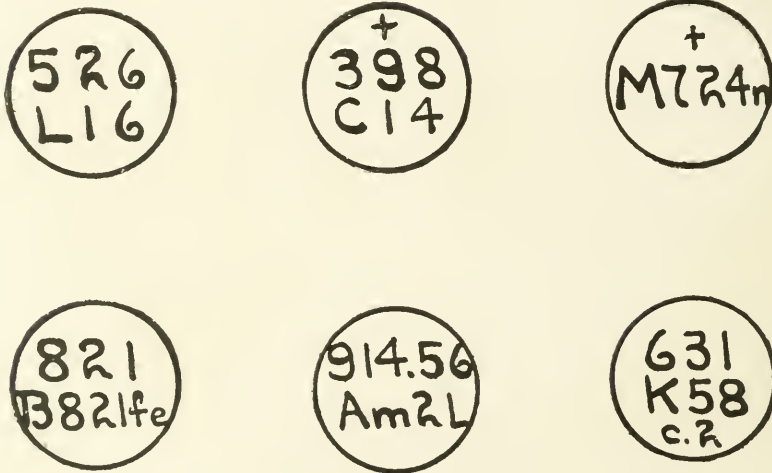


FIG. 9—BOOK LABELS

or on the ordinary ruled paper. As the uniform size of the letters is most essential, paper ruled in groups of four lines, with even space between the lines is the best. The space between lines should be 2 millimeters on a centimeter ruler, equaling 1 em in printing or the space of one letter on the typewriter.

Penmanship practice paper can be purchased from the Democrat Printing Co., for 1 cent a sheet.

1. The following rules for the size of letters should be before the apprentice when practicing:

Lower case letters are 1 em or 1 space high.

Capitals and extended letters, as j, l, b, g, etc., are 2 ems or 2 spaces high.

5. Provide apprentice with a good, tested ink, which when written should be allowed to dry without blotting; a stub steel pen; a cork penholder; an inkstand with a reservoir of ink shut away from the dust, light, and air, or one with a close glass stopper; a good steel eraser and a large blotter for a pad underneath the paper upon which the writing is done.

Materials Recommended

Ink—Carter's Koal black.

Pens—Library bureau, no. 5; King's non-pareil, no. 5 or 9; Esterbrook & Co., Judges quill, no. 312.

Penholders—Full cork.



FIG. 12.—HOW TO HOLD BOOK WHEN MARKING CALL NUMBER

CHAPTER IV

MECHANICAL PROCESSES

The mechanical processes of preparing books and magazines for circulation should be taught the apprentice after the classification has been explained and practice in shelving has commenced. Practice in this work should be added to her schedule and occupy most of her time during the first weeks of her course. The apprentice is not as yet well enough acquainted with the library's resources to be able to do efficient loan or reference work.

Make arrangements for an order of new books to be received about the time the apprentice begins her period of service, so that the books may be used for demonstration. The processes involved in mechanical preparation will be understood best when the books are actually carried through from start to finish in proper sequence. The apprentice will be interested in learning the steps involved, will enjoy handling new books, and will soon be of material assistance to the librarian.

How to Give the Instruction

Teach by demonstration rather than by lecture, showing the proper way to do each part of the work. Then require the apprentice to perform the same processes. This work should be carried on with the shelving practice, several hours of her time each day being allotted to it for the first weeks. When subsequent orders are received, schedule the apprentice to assist again that she may be thoroughly trained in the routine of the work. Do not put the apprentice at writing labels, pockets, or book cards the first time but defer requiring such work until she has had more practice in writing the library hand and using the typewriter.

Systematize the work thoroughly and provide the apprentice with written instructions of the routine to be followed. Have shelves in work room or office labeled for work in different stages. If several apprentices, each might be required to mark the work she does with her initials in pencil. Be very explicit as to directions. Give careful oversight to all work. Actual division into lessons is difficult to make, since size of order and speed of workers vary. Allow time for an unskilled person to do the work well. Two weeks will not be too much time to keep the apprentice on this work at the outset, with additional practice, whenever new books are received.

Suggestions for a Written Outline of Processes to be Given the Apprentice

(The practice followed in the Wisconsin Library School is given. The librarian must alter the directions, when need be, to make them consistent with the practice already adopted in the library.)

Opening Books

Open every book carefully according to the following directions:

"Hold the book with its back on a smooth or covered table; let the front board down; then the other, holding the leaves in one hand while you open a few leaves at the back, then a few at the front, and so on, alternately opening back and front, gently pressing open the sections till you reach the center of the volume. Do this two or three times and you will get the best results. Open the volume violently or carelessly in any one place and you will likely break the back and cause a start in

the leaves. Never force the back; if it does not yield to gentle opening rely upon it that the back is too tightly or strongly lined."—*Modern Bookbinding Practically Considered*, by William Mathews.

Note: Apprentice should be told that books will last much longer if properly opened before they are put into circulation. The reasons for each process should be made plain, when the directions for doing them are taught.

Cutting Leaves

Use flat ivory or bone paper knife.
Cut well into the joint, but do not cut the back of the section.

Collating

Check the make-up of each book, to see if complete.
Examine for imperfections while cutting and opening.
Collate books carefully, leaf by leaf, when directed. Glance quickly at the last figures of the page numbers for each leaf, thus: 1, 3, 5, 7, 9, to catch any mistakes, such as misplaced or omitted sections, blurred pages, etc. Examine for contents as regards illustrations and other extras.

Note: The librarian must decide what books will need careful collation. Require that expensive books, bound periodicals, books bought at second-hand and books with many plates be collated. Since publishers will always replace imperfect books free of cost even if they have been in circulation, fiction need not be collated, although such a ruling may give annoyance to the reader who discovers the imperfection. Require the apprentice to collate designated books.

Mark of Ownership

Stamp title page and page 25 (or any arbitrary page selected for the purpose).
Stamp parallel with printed lines at least one inch from top and from right hand edge of page but vary distance in such manner as to strike some of the printing.
Stamp important plates and unpagged illustrations, when directed.

Book Plates

Cover back of plate (if used) with paste.
Place inside front cover in center.
Use photo roller for pressing down.

Pocketing

Fold pocket over book card, creasing down with bone folder. See Figure 10.
Put paste on flaps and back of pocket.
Place inside back cover of book, a little below the center, so book card, when in place, will not project beyond the book. See Figure 11.
Cover pocket with oiled paper before closing book.
Press until dry; if pocket sticks when book card is inserted open with a dull knife.
Paste "Seven day" and "rent collection" labels below pocket in books requiring these labels.

Note: Librarian must of course decide which books are to be so marked.

Dating Slip

Tip in opposite pocket. See Figure 11.

Methods of Labeling

Paper labels

Place labels on back of book $1\frac{1}{2}$ inches from the bottom.

Note in Figures 3 and 4, the influence that labeling has upon the appearance of the shelves. Insistence must be placed upon necessity of observing a uniform height for labels on every book. A few books with labels out of position will quickly spoil the appearance of a collection.

Best grade of labels is made from Dennison's No. 22 white coated paper, and can be bought from the Democrat Printing Co. See *Wisconsin Library Bulletin*, 6:77-78 (May-June 1910)

Locate exact place to put label by always using a marker.

Make marker from a square of celluloid, spoiled kodak film or card board; cut a hole size of label, $1\frac{1}{2}$ inches from the edges.

Place marker in position; apply ammonia with camel's hair brush to remove sizing from surface of the binding exposed.

Moisten label with warm water or paste and press firmly against binding on exact spot made by the ammonia; use clean cloth to prevent soiling the label.

Mark call number on label, when thoroughly dry.

Hold book against desk or table. See Figure 12.

Use disjoined library hand, make characters as large and distinct as

monia diluted with water. Allow binding to dry thoroughly.

Using marker (stiff card cut at proper distances) indicate with pencil position on back of book, where lettering should be placed, about an inch and a half from bottom is a good distance, unless it conflicts with printing worth preserving.

Make lettering clear, distinct, even and $\frac{1}{4}$ inch in height (see sizes on

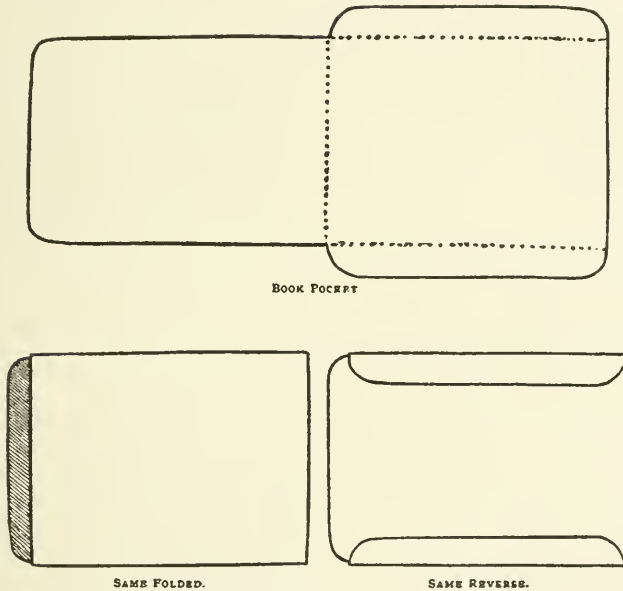


FIG. 10—HOW TO FOLD BOOK POCKETS

possible. Center marking on the label. See Figure 9.

Use Higgins' black American India ink.

Place + for children's books, * for reference books, above call number.

Apply thin coat of Pyrox or white shellac with brush, when ink is thoroughly dry, covering a circle at least a quarter of an inch larger than the label.

Shellac covers of books in light colored bindings.

Lettering with black or white inks

Remove glaze from binding with cloth dampened with water; if varnish is difficult to remove, use am-

Figure 9). Practice forming letters and experiment on some old books at first.

Hold book against table as in writing label.

Use Bissell's show card color (white).

To avoid evaporation, pour a few drops into a small container, instead of using directly from bottle. Add water to get desired consistency. On light colored binding use black India ink.

Apply ink with broad pointed pen or small brush. (Esterbrook's Telegraphic pen, No. 1876. Red sable hair brushes, Nos. 1 and 2. Sold by Favor, Ruhl & Co., Chicago or Mautz Bros., Madison, Wis.)

Apply thin coating of Pyrox or shellac after letters are thoroughly dry. (Use red sable hair brush, No. 9). See Figure 2, also article on *Book Labels* in *Wisconsin Library Bulletin*, 12:444-45 (Dec. 1916).

Marking Book Cards and Pockets

Write call number, copy number, accession number, surname of author, and title on book card. See Figure 11.

Write call number, copy number, and accession number on pocket for class book. See Figure 11.

Write author, title, copy number, and accession number on pocket for fiction.

Note: Observe uniformity in placing information on cards and pockets. Revise carefully for this.

Revision of Apprentice's Work

Supervise closely, working with the apprentice and examining her work as it progresses. Require work to be done over when necessary. Expect to repeat directions, when mistakes are made, and to spend time in correcting work. Demand careful hand work in all these processes.

Required Reading on Mechanical Processes

Dana, J. C. Library primer. 5th ed. Library bureau. \$1

Chapters on Preparing books for the shelves, Reading room—Periodicals.

Stearns, L. E. Essentials in library administration. 2d ed. A. L. A. pub. board. 15c. (Library handbook, no. 1)

Section on Mechanical preparation of books, p. 41-43.

CHAPTER V

CARE OF PERIODICALS

Each morning, as a part of her duties, the apprentice should assist in putting the reading tables and periodicals in order. Emphasize the need of having the reading room present an orderly, well cared for appearance at all times. At stated intervals during the day, have the apprentice spend a few minutes straightening up the periodical rack and returning all magazines and papers left on tables to their places. Make her responsible for the care of the room on certain days or for certain weeks to test her in doing this work. The shelves of bound periodicals and reference books must be read daily just as those for circulating books, and any necessary corrections made.

Note: A satisfactory method of arrangement for current periodicals is secured by using a periodical rack, and numbering alike the magazine binder and its position in the rack. See illustration in *Wisconsin Library Bulletin*, 4:14 (Jan.-Feb. 1908). But even with this scheme readers will not always return the periodicals to the proper place. The tables must be cleared and the rack put in order several times each day.

Receiving Process for Periodicals

The apprentice should be taught how to check and care for the second class mail each day, according to the following directions:

1. Receiving

Open, cut, collate, stamp cover and title page of magazine.

Learn to scan as you handle them, but do not spend time while on duty in reading magazines.

Report missing or imperfect copies to librarian.

2. Checking receipt on serial card

Enter year in first column.

Enter volume number whenever it changes.

Check in column for date of magazine, not for date of receipt.

Use number of magazine and date of receipt for a monthly or quarterly in the squares. See Figure 13.

Check by number in four corners of square for weeklies and in center when a fifth number. See Figure 14.

Check duplicate copies by entering number of copies in red above the year for which they are taken.

3. Shelving

Place periodical in binder, remove previous issue to pamphlet box.

Put newspapers into holders.

4. Covering

Reinforce covers, pocket, and write book card for circulating magazines.

Note: Methods of covering periodicals are described in an article in the *Wisconsin Library Bulletin*, 13:151-52 (May 1917).

World's work								Frequency <u>monthly</u>					
(Title of Periodical)													
Year	Jan.	Feb.	March	April	May	June	July	August	Sept.	Oct.	Nov.	Dec.	
1913											v.27 300	2 10	
1914	3 31D	4 28fa	5 2m	6 29m	v.28 300p	2 2fa	3 28fa	4 30p	5 19	6 295	v.29 310		
1915													

Check by volume and number. Enter in column weeklies in corners and center of square; mont. o. of magazine, not for date of receipt. Check in center with date of receipt below. Note Index, supplements and extras with small superior letters. Give volume no. for first entry and for new volume.

FIG. 13.—SERIAL CARD, CHECKED TO SHOW HOW TO RECORD RECEIPT OF MONTHLIES

Outlook								Frequency <u>weekly</u>					
(Title of Periodical)													
Year	Jan.	Feb.	March	April	May	June	July	August	Sept.	Oct.	Nov.	Dec.	
1913									v.105 25	69	1014	15	
1914	v.106 1	26 5	710						3	47	811	1216 17	
1915													

Check by volume and number. Enter in column weeklies in corners and center of square; mont. o. of magazine, not for date of receipt. Check in center with date of receipt below. Note Index, supplements and extras with small superior letters. Give volume no. for first entry and for new volume.

FIG. 14.—SERIAL CARD, CHECKED TO SHOW HOW TO RECORD RECEIPT OF WEEKLIES

CHAPTER VI

TYPEWRITING

As the ability to use a typewriter is considered a part of a practical education in these days, and is just as necessary in the library as in the business office, it is essential that the apprentice start her library training with a mastery of it, or if this is impossible, that she learn how to use it during the first month or two of her apprenticeship.

Instruction in Typewriting

The best way to acquire its use is to take a few lessons in a business college or under an expert operator. To run any machine successfully and rapidly, the user should understand perfectly the purposes of the different parts. Therefore the mechanism and construction of the machine must be the first thing learned. After this the principles of the "touch system," which is by all means the best method to acquire, must be explained and practice begun at once, continuing until the apprentice can write accurately and with speed. Extra time outside library hours will be needed for practice work. If the instruction must be given by the librarian, a special period can be assigned for this purpose and practice work continued as long as is necessary.

Choice of a Machine

Any standard typewriter can be used, but insist on a late model if possible. Besides being easy to run, light, quiet and capable of speed, a satisfactory machine must have the following essentials:

1. Universal keyboard with library characters substituted for the commercial; such as brackets, the superior c and accent marks.

2. Visible writing.

3. Perfect alignment.

4. Rapid ribbon shift, with an attachment for bi-chrome ribbon.

5. Carriage scale that shows point of contact.

6. Satisfactory card attachment, which is an important item for a library machine as much card work is done. The attachment should hold the card firmly, allowing writing to either edge and card to be turned back on platen for erasures and changes.

Method of Instruction

1. Provide apprentice with pamphlet entitled *Directions for using* which comes with every machine, or can be procured from the Typewriting Company where the machine was purchased. Have apprentice study this, learning the parts of the machine and their uses, until she knows the mechanism thoroughly. It will be necessary for the instructor to go over these parts with her, carefully explaining the use of the space bar; shift keys; shift lock; back spacer; carriage movements and release; paper guides; paper release; space lock; marginal stops; guides on scale; ribbon mechanism and changing of ribbon; tabulator for correspondence, business forms, and card work.

2. Furnish apprentice with a pamphlet on the *Touch system*, also procurable from the Typewriting Company, giving general directions and a series of lessons. These directions should be carefully followed, and each lesson mastered. The work of each lesson should be revised by the librarian. After mastering the mechanism, the fingering and the keyboard of a typewriter, constant practice will bring speed and ease in handling it. An operator who can write sixty words a minute without making any mistakes is considered an

expert. This should be the goal toward which every typist should work. If the apprentice can acquire even half of this speed, she will be able to save both time and labor in her library work.

3. After the apprentice becomes able to write with some speed and ease give her copying to do, such as reading lists, bulletin board notices, copy for printer and even some business correspondence. At an early stage she could typewrite book cards and some library records, and after she knows the principles of cataloging she could typewrite cards under the librarian's directions.

Places Where Typewriting is Used

In any well regulated library the typewriter will be kept in constant use. Its principal uses are

1. Business correspondence.
2. Cataloging. See Figure 29.
3. Shelf-listing. See Figure 19.
4. Library records, such as book cards (see Figure 11); readers' cards; reserve and other postals; application blanks; any other records if made on loose sheets.
5. Miscellaneous material, such as bulletin board notices; reading lists; labels on pamphlet boxes; reports to library boards; copy for the printer and various other notices and forms.

CHAPTER VII

TEACHING THE USE OF THE CATALOG

The catalog as a key to the resources of the library should be explained to the apprentice early in the course. The best method of giving this instruction and one that proves successful with school children also, is by means of carefully prepared questions, formulated in such a manner that they will reveal definite points regarding the catalog and furnish needful drill in learning how to use this tool.

Two lessons are planned for this work in the apprentice course, with one problem, and practice work in alphabetizing and filing of catalog cards. The assignment can be made at any time after the lessons on classification and shelving.

First Lesson on the Catalog

1. Explain that several cards are made for each book in the library.

2. Distribute some examples of the principal kinds of cards made—author, title, subject, and analytic—for the apprentice to look at. Cards ready for filing in the catalog can be used for the purpose, if the class is small. Write samples of each card on the blackboard, if giving the explanation to large class or to school children. Have class copy in note books.

3. Point out the information each card gives and direct attention to the headings and call numbers.

4. Define a dictionary catalog—the arrangement of these cards by their headings in alphabetical order, like words in a dictionary or encyclopedia.

5. Give the apprentice a copy of the bookmark *The Card Catalog: How to Use It* (Democrat Printing Co.).

7. Explain arrangement of the trays in the catalog case. From top to bottom, not across.

8. Call attention to labels on each tray and guide cards in each one.

Problem in Using the Card Catalog

Have questions of the following type ready to give the apprentice. Vary the specific authors or titles if the work is given to several at the same time. Make questions to fit your own catalog.

Require answers to be looked up in the apprentice's own time, before the next lesson. In addition to finding the answer in the catalog ask the apprentice to locate the books upon the shelves.

In answering questions requiring names of specific books, call number, surname of author, brief title, and date should be given.

1. How many books by S. L. Clemens does the library contain?

This question to illustrate name reference card; author card.

2. How many books about him can be found?

This question to illustrate subject card; arrangement of entries under author.

3. Who wrote *The Making of an American*? Does the library contain another book by this author?

To illustrate title card.

4. In how many volumes does Larned's *History for Ready Reference* appear? What book contains a portrait of Queen Elizabeth?

To illustrate value of collation and meaning of bibliographic abbreviations.

5. Find the most recent book the library contains on automobiles. Who published it?

To illustrate value of imprint.

6. In what book by Brownell is a chapter on George Eliot to be found? How long is the article?

To illustrate value of contents note and analytics. It is possible to get answer by

looking under either author or subject in this case.

7 Find a book on political economy.

To illustrate cross reference card; subject card.

8. If you do not find all the material desired under the heading "Conduct of life," to what other topics are you referred in the catalog?

9. If you were studying the subject of Archaeology and did not find enough material under the specified head, where would you look for additional material?

Answer would be "Under the names of countries, subhead Antiquities."

Second Lesson on the Catalog

Discuss answers to the card catalog problem, assigned in Lesson 1.

Alphabeting

Excellent drill in learning the arrangement of the catalog and its scope may be given through practice in alphabeting cards and filing them in the catalog.

Directions to Apprentice

Arrange cards on a table or desk by first letter of heading; all those beginning with A together, B, C, etc.

Take each letter in turn, arranging by second letter of heading, Aa, Ab, Ac, if many cards under the letter. Thus proceed until the package is in alphabetical order throughout, ready to file into the tray.

File each card in alphabetical place, above the rod, so that it projects.

Do not pull out rods.

Leave work for revision by librarian.

Revision of Filing

Do as soon as apprentice finishes.

Explain errors found.

Pull out rods and allow cards to drop into place.

Brief Rules and Principles of Alphabeting to be Explained to Apprentice

1. Alphabet an entry by its first word (disregarding initial articles) letter by letter as in a dictionary; if the word is the same in two or more entries, alphabet by the next word and so on. Entries should first be arranged word by word, not alphabeted letter by letter throughout.

Art and culture	<i>not</i>	Art and culture
Art thoughts		Artesian wells
Artesian wells		Arts of design
Arts of design		Art thoughts

2. When the same word is used for different kinds of headings arrange them as follows: person (author or person's name used as subject), place, subject, title.

Fish, Charles (person)
Fish, Hamilton (person)
Fish (subject)
Fish in Maine (title)
Washington, George (person)
Washington, D. C. (place)

3. When surname is the same, subarrange by forename. Initials of forenames precede fully written forenames beginning with same initials.

Brown, J. L.
Brown, James
Brown, James W.
Brown, James William

4. Disregard personal titles as Mrs, Dr, Hon., Sir, Mme, Mr in arranging personal entries, unless the names are identical.

Brown, George K.
Brown, Sir Malcolm
Brown, Mrs Sarah (Williams)

5. Alphabet the prefixes M' and Mc, S, St, Ste, as if written in full Mac, Sanctus, Saint, Sainte.

McBride, George
MacBride, Robert
M'Bride, William
Macdonald, Angus
McDonald, James

6. Place forenames, when used for entry, before similar surname entries. Arrange thus: Saints, Popes, Emperors, Kings, Princes, Noblemen, others.

Subarrange sovereigns alphabetically by country and then numerically.

Henry IV, king of England
Henry VIII, king of England
Henry IV, king of France
Henry, Mrs Sarah (Jennings)

7. Surnames similar in form are arranged as spelled.

Stephens
Stetson
Stevens

8. Arrange figures in titles as if written out: e. g. *Boys of '76* (seventy-six). Abbreviations as if spelled in full, *Dr* (doctor) *Lavender's People*. Elisions as printed *Who killed Cock Robin?*; *Who's who*.

9. Arrange possessive case singular with the plural.

Boy anglers
Boys of '76
Boy's work shop

10. Arrange prefix names as single words.

Demonstration
De Morgan
Demosthenes

But arrange compound names as separate words.

New Amsterdam
New York
Newfoundland

11. Arrange hyphenated words as if separate.

Grave-mounds
Grave objections
Gravel
Gravestone

12. Arrange titles under each author alphabetically. Arrange books *about* an author after books written *by* him, subarrange by name of biographer or critic.

13. Arrange subdivision of a subject after main heading in alphabetical order, except periods of history, which should be arranged chronologically.

U. S.—Description and travel
U. S.—History—Revolution
U. S.—History—Civil war
U. S.—Social life and customs

Arrange subdivisions before continuous phrases.

Railroads
Railroads—Rates
Railroads and the state

14. File cross reference cards after other cards headed by same word or phrase.

References on Teaching the Use of the Library and the Catalog

Clough, Mrs W. G. Library and the schools. Wisconsin Library Bulletin, 7:138-42 (July-Oct. 1911)

Gilson, M. L. Course of study for normal school pupils on the use of a library. (Modern American library economy, pt. 5, sec. 2) Wilson. 75c.

Lesson 3. The catalog, an index to books.

Smith, M. A. Library instruction in schools. Wisconsin Library Bulletin, 7:134-37 (July-Oct. 1911)

Ward, G. O. Practical use of books and libraries.

Chapter 3. The card catalog.

Western Massachusetts Library Club.

Outline for an hour's exercise on how to use the library. Wisconsin Library Bulletin, 11:106-8 (April 1915)

Wisconsin—Public Instruction Dept.

Lessons on the use of the school library, prepared by O. S. Rice.

The card catalog, p. 48-55; Instruction in the use of the public library, p. 124-27.

Required Reading for Apprentice

Bacon, Corinne. Card index of the library. Wisconsin Library Bulletin, 8:165-66 (Sept.-Oct. 1912)

Fay, L. E. & Eaton, A. T. Instruction in the use of books and libraries.*

Chapter 9. The catalog.

*In the case of several references to the same book, the trade information will be found under the first mention of the title.

CHAPTER VIII

LOAN WORK—PART I

"Loan work is that part of a library's activity which results directly in bringing its books into the hands of the public for home reading and study."* The people who use the library are entitled to prompt and thoughtful service at the loan desk. The apprentice should be thoroughly familiar with the arrangement of books in the library, and with the tools used in registration of borrowers and in circulation of books, before she is entrusted with actual independent work with people at the desk. The first lessons for the apprentice on loan work are therefore limited to the use of the tools. These lessons should be deferred until the apprentice has had a considerable amount of practice work in shelving, designed to give her a knowledge of classification, and received instruction in the use of the catalog. In Chapter XI, *Loan Work—Part II*, outlines are given on desk work with the public. Until she is competent to serve them, the apprentice should not be left alone at the desk, when there are people to be waited upon.

Should the librarian in a small library find it necessary to allow the apprentice to do desk work before she is as fully familiar with the library as is recommended in this course, special care must be taken to supervise the work the apprentice does and have her correct her mistakes.

In teaching loan work, the importance of accuracy in every detail must be emphasized continually. Mistakes made in filing book cards, in copying card numbers or addresses, in setting date stamps, bring discredit to the library and often cause annoyance to the borrower in such form as an undeserved notification of an overdue book, or some

other unnecessary "red tape," as he calls it. The apprentice must painstakingly cultivate accuracy, until it becomes a habit.

The librarian should teach routine work by demonstration rather than by lecture. After demonstration of methods, the apprentice may be given printed instructions to study and follow. The directions offered here may be given to the apprentice, and she should also study the code book of the rules of the library in which she is working. Every library should have a code book in which are recorded its rules and policies with blanks and forms, properly filled out, for the direction of all staff members.

The different kinds of work described in this lesson should be demonstrated to the apprentice in the order given. If there are several apprentices in the library, make each responsible for different parts of the work: one for setting stamps and arrangement of book cards; another for slipping books and sending overdue notices; another for registration work. Change the work every few weeks so that all may become familiar with the various tools. Continue the loan work through the entire apprentice course.

Loan Desk Tools with which Apprentice Must Become Familiar

The librarian should first take the apprentice to the charging desk, showing her the arrangement of all tools and supplies.

- Application cards
- Application file
- Book cards

*Vitz, C. P. P. Loan work. (Preprint of Manual of library economy. Chap. 21) A. L. A. Pub. Board, 1914.

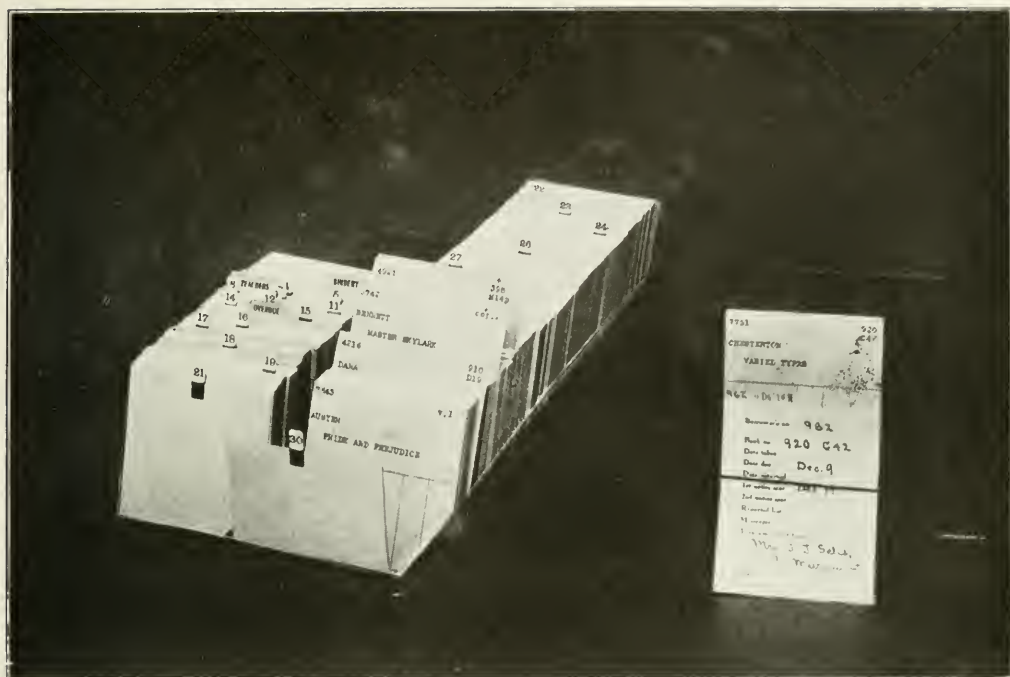


FIG. 15.—CHARGING TRAY, SHOWING ARRANGEMENT OF BOOK CARDS BY CONSECUTIVE DATES, OVERDUES AUTOMATICALLY DETECTED. BOOK CARDS WHICH ARE RAISED, BEHIND DATE GUIDE "30," SHOWING ARRANGEMENT WITHIN DATES



FIG. 16.—DRAWER OF APPLICATION FILE; APPLICATION CARDS FILED FOR REVISION

PREFACE TO ILLUSTRATED
EDITION.

"The Stag Hunt" is written from experience acquired in hunting deer made extremely wild from continuous still-hunting by Indians, wolves, and a few white hunters who paid no more attention to the law. At any time of the year a deer was liable to be surprised. The effect was to develop to the highest degree those sense that are naturally acute enough to keep the novice wondering why he does not see a deer where tracks are plenty.

The stag hunt open season and perfect freedom from interference that mark the present age, with the increased number of people camping on their range without harming them, will make deer extremely tame in many cases so abundantly so that they will not be worth hunting. For it is not the number of the hunters, but the incessant nature of the persecution, that most affects the watchfulness of this game. In many the caution taught in this book will therefore be so overdrawn. But if deer continue worth hunting at all, the greater care will not only insure the best results, but bring the greatest pleasure in securing those results. You can afford to be careless only when lack of time forbids care.

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FIG. 17.—BOOK OPEN AT FIRST RECTO AFTER TITLE PAGE, SHOWING POSITION OF ACCESSION NUMBER, SOURCE, COST, AND CALL NUMBER

Book pockets
 Borrowers' cards
 Borrowers' register
 Cash drawer with cash slip (use discussed in *Loan Work—Part II*)
 Charging tray with date guides
 Dating slips
 Dating outfit
 Fine slips
 Lost card application blanks (*Loan II*)
 Overdue notices: postals, letters
 Receipt book (*Loan II*)
 Receipts for books returned without cards (*Loan II*)
 Rental collection records (*Loan II*)
 Reserve notice postals (*Loan II*)
 Statistics sheets (*Loan II*)

Instructions for Apprentice

(These instructions are in accordance with the practice advocated by the Wisconsin Library School and will need modifying to agree with local methods.)

Setting Date Stamps

Note: Apprentices from the first may be given the work of cleaning and setting date stamps at beginning of each day. Stamps must be ready for use at opening hour of library. Members of staff and apprentices should be at library at least 15 minutes before time of opening. Teach value of clear, clean, even dates, in economy of space on cards, and in convenience to borrower and librarian. Worn type does not stamp clear dates, and should be replaced by new.

Change dates in stamps. Order of type:—date, month, year. See Figure 11.

If "date of issue" used, set all stamps for current date—to be used in charging and discharging all books and magazines. If "date due" used, set three stamps: one for current date—for discharging; one, 14 days from current date—for charging books of non-fiction and old fiction; one, 7 days from current date—for charging new books and books in rental collection, and magazines, if issued for a week. (Better to issue current magazines for a shorter period; in that case an extra stamp, 3 or 4 days from current date, necessary)

Note: Different styles of pencil daters may be used for each different date, or better,

different kinds of stamps; i. e., ring pencil dater for 14 day, plain pencil dater for 7 day, "Crown" dater for current date. Order large size type, not smaller than 12 or 14 point.

Replace type removed from stamps in proper order in type boxes.

Clean stamps with stiff brush.

Ink pads evenly with stamp pad ink, scraping pads occasionally with stiff cards, to remove dust. Pads should be inked every two or three days, when in constant use. (Never-Smear ink pads, with Never-Smear ink, good. C. C. Hager Co., Pittsburgh, Pa.)

Try all stamps on slip of paper.

Take slip bearing all dates stamped, to librarian for revision before any stamps are used.

Arranging Book Cards

Sort book cards of previous day's circulation,—fiction, non-fiction, and juvenile separately.

Arrange thus: adult fiction, adult non-fiction, juvenile fiction, juvenile non-fiction; all fiction arranged by author, then title, then copy number; non-fiction by call number. Similar to shelf arrangement. See Figure 15. Review *Reading Shelves*, p 11. In library with separate children's department and charging desk, juvenile book cards will be filed at desk in children's room. See *Work in the Children's Room*, p. 29.

Book cards stamped *Seven day* and *Rent* to be arranged separately, also book cards of magazines.

After revision, place book cards behind proper date guides. See Figure 15. If "date of issue" used, magazine, rent, and seven day book cards are placed at beginning of current date; if "date due" used, they are placed in dates for which they are stamped, directly behind date guides.

Note: Arrangement must be carefully revised by librarian until free from error.

Slipping Books

Note: The process of placing the proper book cards in book pockets, after books have

been returned to library by borrowers. The use of dating slips (see Figure 11) makes it unnecessary to slip books immediately upon discharging them; i. e., canceling borrower's card with date of return. In busy hours it is a convenience to have one person discharge, and another slip the books at the charging tray, which may be placed on a table behind the charging desk. Or, with only one person at the desk, books may be put aside and slipped later.

Explain importance of accurate slipping. The wrong book card in a pocket leaves in the charging tray a book card bearing a charge to some one who has returned a book. A book card in the wrong book is lost, when the book is placed on shelf. Book card and pocket must bear identical items, call number and accession number, if non-fiction; author, title, and accession number, if fiction. See Figure 11.

Open book at pocket and dating slip; notice last date stamped on dating slip, turn to corresponding date guide, in charging tray.

Notice items at top of book pocket; find book card behind date guide, remembering *Arranging of book cards*, p. 27.

Remove book card from tray and place in pocket, comparing accession numbers. All items on book card must agree with those on book pocket.

Note: Librarian should revise books slipped, before they are shelved, until work is done without error. Show apprentice how to separate books for shelving, books to be mended, and books for which reserve cards have been made, placing each on separate shelf or truck.

Registration Records

Filing application cards

Arrange applications, that have been numbered and entered in the borrowers' register, alphabetically by borrowers' names as inverted on upper left hand corner of card.

Place in alphabetical file of applications, standing cards on edge for revision. See Figure 16.

If card numerical record is used instead of registration book, apprentice may file numerical slips in numerical file, librarian revising.

Filing borrowers' cards

Arrange cards, not in use or held for fines, alphabetically by borrower's name at top of card.

File sideways in file for revision.

Overdue Notices

Note: Explain automatic detection of overdues in charging tray, with book cards filed consecutively by date, behind date guides, overdues always coming together at back of tray. See Figure 15.

Take from tray, book cards 5 days overdue, for sending first postal notice, and 10 days overdue for second notice.

Search for books on shelves to be sure they have not been shelved without being slipped, and among "snags" (books for which book cards cannot be found).

Attach fine slips with rubber bands to 5 day overdue book cards, copying from the book card on to the fine slip, the borrower's card number (the last charge on book card), the book number, the date due. See Figure 15. If "date of issue" stamp is used instead of "date due," the date taken is copied, and date due computed and written in.

Arrange book cards, 5 and 10 day overdues together, by borrowers' numbers at top of fine slips, and look up names and addresses in numerical register of borrowers, copying proper names and addresses to fine slips (see Figure 15). 10 day overdues are looked up a second time, names and addresses thus verified.

Look up these borrowers in lists of quarantined cases reported by Board of Health. If any borrower with contagious disease has overdue book, fine slip should be so marked, and no over-due notice sent.

Fill out postal notice for 5 day overdues and letter notices for 10 day overdues, addressing envelopes for latter.

Mark fine slips with dates of first and second notices sent, respectively.

File book cards behind proper date guides, and behind "Overdue" guide in charging tray. See Figure 15.

Required Reading on Loan Work

Bostwick, A. E. The American public library. Appleton. \$1.50
Chapter 4. The library and the public.

Wisconsin—Free Library Commission.

Suggestions for rules and regulations.

Copies for distribution to apprentices in Wisconsin, free on request.

Work in the Children's Room

Practice work for the apprentice in shelving and loan can be assigned in the children's room as well as in the adult department of the library. Arrangement of book cards, slipping books, work of registration, sending overdue notices, must be done in the children's room daily, if there is a separate charging desk.

Here in busy hours the apprentice may begin her work with people, by helping the children find their books. Home reading of books about children and good books for children (see suggested list on p. 60), together with examination of authoritative lists of children's books, will increase her value in the work. The lists that grade children's books will be of special value to her in helping the children.

Suggested Reading in Connection with Work in the Children's Room

Bostwick, A. E. The American public library.

Chapter 6. The library and the child.

Children's work: Symposium. Wisconsin Library Bulletin, 7:129-42 (Oct. 1911)

Elmendorf, H. L. Some things a boy of seventeen should have had an opportunity to read. Review of Reviews, 28:713-17 (Dec. 1903)

Fay, L. E. & Eaton, A. T. Instruction in the use of books and libraries.

Part II. Selection of books and children's literature.

Grahame, Kenneth. The golden age. Lane. \$1. (Illus. by Maxfield Parrish. Lane. \$2.50)

Hunt, C. W. What shall we read to the children. Houghton. \$1

MacClintock, P. L. Literature in the elementary school. Univ. of Chicago Press. \$1

Olcott, F. J. The children's reading. Houghton. \$1

Lists of Children's Books Which will be Helpful

Bacon, Corinne, comp. Children's catalog. 1917. Wilson. \$2-\$6

Boy Scouts Library Commission. Books boys like best. 1915.

Buffalo Public Library. Graded list of books. 1909. 25c.

Brooklyn Public Library. Books for boys and girls. 1916.

——— Books that girls like. 1914. 5c.

Cleveland Public Library. Eighty tales of valor and romance. Wilson. 10c.

——— Seventy-five books of adventure for boys and girls. 1913. Wilson. 10c.

New York Public Library. Heroism; a reading list for boys and girls. 1914. 5c.

Pittsburgh, Carnegie Library. Books in the children's department. 1909. \$1

St. Louis Public Library. List of books for older girls. 1914. 5c.

Utica Public Library. Books for home reading (graded). 1913. 5c.

Wisconsin—Free Library Commission. Children's books for first purchase. 1915. 35c.

CHAPTER IX

LIBRARY ECONOMY

In this course the term library economy is applied to the methods of keeping records for books belonging to the library, namely accessioning, shelf-listing, withdrawals, and inventory. The apprentice can be taught the routine involved in these records at any time following the lessons given her in mechanical preparation of books. Opportunity for practice is easily furnished by the same order of books, that has been carried through the mechanical processes.

The assignment made for the apprentice will be limited to the simpler parts of the routine, but should be accompanied by explanations of the importance of each record. The apprentice cannot but be interested if she understands why he is doing each part and can see its relation to the whole. She can soon be trained to give real assistance, but all that she does must be revised. None of the statistical records in this work and but little of the shelf-listing should be given her to do.

Accessioning

Define—the official record of books made in the order of their addition to the library.

Explain form of record kept by library. If an accession book is used, the apprentice can be taught to make entries in it. If the record is kept by bill method or other form explain the working of this method as carried on by the librarian.

Use explanation given in the introduction to the accession book, requiring apprentice to read carefully. Have her practice on a separate sheet before attempting entry in the permanent record. (Sample sheets can be purchased separately from the Democrat Printing Co., Gaylord Bros., and Library Bureau.)

Take precaution against possibility of errors in accession books, that are "half

numbered," by adding the hundreds and thousands on each leaf throughout the book. Do not leave for an apprentice or assistant to carry forward as she does the entering. See article on *Numerical Errors in Records*, by Helen Turvill, *Wisconsin Library Bulletin*, 8:18 (May-June 1912).

Directions to Apprentice

1. Arrange books in order of dealer's bill.
2. Enter in pencil, date, source, and cost (i. e., bill entry) on inner margin of the first recto (i. e. right hand page) following the title page. See Figure 17.
3. Write, with ink, the accession number in the book about one inch from lower margin of the first recto after title page (see Figure 17) and on the 25th or whatever page has been selected for the mark of ownership. If the practice is formed of entering the number in the book before writing entry in accession record there is less danger that it will be omitted.
4. Make entry for each book in turn in accession record.
Use library handwriting.
Begin writing close to vertical lines.
Keep within the columns, interlining above, when necessary.
Use ditto marks, whenever possible, to save time. Keep ditto marks in even column, one ditto being sufficient for an entry. See Figure 18.
5. Items entered
Left hand page
Date of bill or gift
Accession number
Author (surname)
Title (short)
Right hand page
Publisher (first surname of firm)
Year of publication

Date of Bill	Number	AUTHOR	TITLE	PUBLISHER	Year	Vol.	Source	Cost	Added By	Revised	Withdrawn	REMARKS
1915												
11Ja	526	Arbrian nights	Arbrian nights entertainments, ed by Olcott	Holt	1913		McClurg	1.35				
	27	Burkett & others	Agriculture for beginners	Ginn	1903			20				
	28	"	"	"	1906	2		20				
	29	Dawson	South American republics	Barnes	1903	1		200				
	530	"	"	"	1906	2						
	31	Dickens	Oliver Twist (Centenary edition)	Scribner	1910			75				
	32		Great religions of the world	Harper	1901			85				
	33	Hawthorne, Julian	Hawthorne and his circle	"	1903			90				
	34	Homer	Iliad, tr by Bryant	Houghton	1898			85				
	35	Jackson	Pamona	Little				90				o.F. lost
	36	Price & Johnson	Home building and furnishing	Doubleday	1903			20				
	37	"	"	"	1902			20				
	38	Santos-Dumont	My air-ships	Century	1900			125				
	39	Shakespeare	Merchant of Venice, ed by Porter & Clarke	Crossell	1906	3		47				
15Ja	540		Century Nov. 1913 - Apr. 1914	Century	1913		Mass. Comm. boundary	85				
	41	"	May - Oct. 1914	"	1914		"	85				
	42	St Nicholas	Nov. 1913 - Apr. 1914	"	1914		"	75				
	43	"	May - Oct. 1914	"	1914		"	75				
	44	Scribner's magazine	July - Dec. 1914	Scribner	1914		"	85				
2F	45	Longfellow	of Sir Lounfal by Lowell	Houghton	1893		Mass. O.C. Smith					
	46		Engelhorn & Snowbound by Whittier & Vason	Houghton	1903		Publisher					
	47	Madison, Wis. city directory	1913-14	Angell	1913	16	"					
	48	Sand George - pseud.	Little Fadette	Holt	1913		Mass. F. Blaxon					
6F	49	U.S. Agriculture dept	Year book	Gowt	1913		Gowt					
	50	Wis. state historical society	Collections 1910	State	1910	19	State					
		Artilleryman's diary			1914		"					

FIG. 18.—SAMPLE SHOWING DIFFERENT TYPES OF ENTRIES IN AN ACCESSION BOOK

Volume or copy number
 Source (dealer or donor)
 Cost (if purchased)
 Added by gift, binding
 See Figure 18 for illustrations of entries.

Revision of Work

Examine all work to see that it is done properly.

Shelf-listing

Since a knowledge of catalog rules is required in making shelf cards, the apprentice cannot profitably be given much of this work to do, until she has been taught more about cataloging. But the record should be explained and practice in the use of it given her, that she may fully appreciate its use and importance.

Definition

A record of books in the library in the order in which they stand on the shelves. Usually a card record.

Uses

For inventory
 In assigning book numbers, to avoid conflicts
 In classifying, to secure uniformity
 In book-buying to avoid duplication, keep classes well balanced
 Serves as classed catalog

Rules for making shelf cards

Cards contain

Surname of author (initials added for works of fiction) written on the first line of card at first indention. See Figure 19
 Brief title, at second indention, second line
 Date of publication one centimeter, or three spaces on typewriter, after title, for class book. See Figure 20
 Call number as on catalog cards, but in black ink
 Accession number placed in the margin, second line below title
 Explain method of entering copies and volumes

Practice Work for Apprentice

Give the apprentice very little practice in writing shelf cards at this time, since this work can not be done without more knowledge of cataloging forms than she possesses. Shelf cards are generally made when the catalog cards are written, and the apprentice is not ready for this instruction as yet.

Explain how to file shelf cards and give the apprentice practice in this work. Let her arrange by call number and file the cards above the rod in the shelf-list trays. Revise all filing. Filing the cards will teach her the arrangement of this record and familiarize her with it.

Withdrawals

In connection with the routine of making withdrawals the apprentice can be of assistance, if she proves accurate and reliable.

Practice Work to Assign

1. "Pulling" cards from shelf-list and catalog. The apprentice has learned how each of these records is arranged and this work is merely the reversal of the process of filing. Explain the tracing on the author card, which enables the rest of the cards to be found in the catalog.
2. Entering books in withdrawal record, if a withdrawal book is kept. Since this means copying the accession entry, it is work that can often be assigned to the apprentice early in the course.
3. Entering withdrawal numbers on shelf cards
4. Noting date and cause of withdrawal in accession book
5. Stamping books "discarded"
6. Filing shelf cards, after withdrawal notes have been made upon them, in withdrawal list

Inventory

Arrange to take inventory during the apprentice's time of service. If the staff is small, her assistance will be welcome. The work will be excellent drill for her, since it involves the use of practically all the library

Davis, R.H.		
Soldiers of fortune.		
7579		
8976	c 2	w 2978
8977	c 3	

FIG. 19.—SAMPLE TYPEWRITTEN SHELF CARD FOR FICTION. ENTRY OF SEVERAL COPIES, AND WITHDRAWAL NOTE FOR ONE

980	Dawson	
D32	South American republics.	1903-04.
	2v.	
29	v1	
30	v2	

FIG. 20.—SAMPLE HANDWRITTEN SHELF CARD FOR CLASS BOOK, SHOWING ENTRY OF SEVERAL VOLUMES

records and proves the need of care and accuracy in keeping them. The apprentice will also learn much regarding books and classification.

An outline of the routine of taking inventory has been printed in the *Wisconsin Library Bulletin*, 8:95-98 (May-June 1912) and this article can be given the apprentice to read.

In carrying on the work, put the apprentice at reading the shelf-list, while another member of the staff looks for the books. In hunting down missing books the apprentice can help, but require her to bring the book or book card involved to be checked up.

CHAPTER X

CARE OF BOOKS

Proper up-keep of the library must at once take into account the care of books and this work will take much time on the part of the staff. In so far as they contribute towards this, the mechanical preparation of books and directions on shelving have already been emphasized in this course. But constant attention is needed, for nothing more quickly spoils the appearance of a library than the sight of volumes on the shelves in dilapidated condition, in dire need of mending or rebinding. The bad effect of allowing books to circulate in such condition must not be ignored. Patrons either become more careless in their regard for library books, because of the example set them, or they cease to use books offered in such unattractive form. If the children especially are to be taught proper regard for books, they must not see the library neglectful in this respect.

Make the apprentice understand the importance of systematic care of books. Some suggestions to the librarian in taking up this subject with the apprentice follow. These may be given the apprentice to read or brought out in talks with her.

Points to Consider in Repairing Books

1. Examine books carefully before shelving and take from circulation when the first signs of wear appear.

2. Form practice of glancing through books for tears, loose leaves, broken joints, etc., when discharging and slipping books.

3. Place books in poor condition upon a designated "mending shelf" at the delivery desk or transfer to the work room.

4. Books needing repairs fall into the following classes. (Have illustrations to show when giving the talk to the apprentice.) Shelves in work room should be labeled for each class as follows:

For binding—Books with weakened sewing and broken backs. Consider worth of the book and cost of replacing. Mend sparingly books of permanent value. These should be rebound as soon as the sewing begins to give way. Since the rebinding will wear two or three times as long as the original binding, it pays to send to the binder all books in constant demand, unless they could be replaced at a lower cost than the price of rebinding (usually obtainable at 40c. to 50c.).

For recasing—Books that have become loosened in covers but with sewing still firm. Many books of temporary interest, such as a majority of recent novels, can be repaired sufficiently well by recasing to last as long as the demand continues, without requiring rebinding.

For mending, cleaning, and general repairs—Books with tears, loose leaves, pencil marks, etc., and books needing new backs, hinges, and fresh end sheets.

Do not attempt to mend books when the sewing has loosened; these will be rebound or discarded according to their value.

For discarding—Take badly soiled and much worn books from circulation. They should be replaced by fresh copies, if sufficiently popular, or by more up-to-date books on the subject.

5. Give mending prompt attention.

Judicious mending preserves the book. Serious damage often results if repairs are not made at once. Neglecting to tip in a loose leaf may mean a book ruined by loss of the page; failure to strengthen weakened

joints will send the book to the bindery before its time.

If books are sent out in poor condition, it is difficult to place the blame upon the borrower for lack of care and unjustified mutilation, while they are in his hands.

Books needing mending are apt to be in most constant demand. Do not keep out of circulation any longer than possible.

Appearance of library is directly affected by sight of books out of repair. Try not to let work pile up, since a work room overflowing with books needing mending is discouraging.

Instruction to Apprentice in Routine of Mending

1. Explain arrangement of work room, which should have shelving, glass topped table, if possible, cupboard for supplies, and necessary tools, all kept in order.

2. Assign apprentice to assist with the mending for weekly periods, soon after the course is begun. Slight mending, such as tears and loose leaves often done at the loan desk, can be taught during the first week.

3. Provide apprentice with pamphlet *How to Care for Books in a Library*, by H. P. Sawyer (Democrat Printing Co. 10c.). See also article *Book Repairing*, by H. R. Cochran, *Wisconsin Library Bulletin*, 13: 102-7 (April 1917).

Require that the descriptions of each process be studied carefully.

4. Demonstrate each process, explaining why you are treating the books in this manner.

5. Take up in turn each kind of mending and give apprentice practice in it until she understands how to do the work well.

6. Continue the weekly period for mending throughout the apprentice course, that deftness and skill, which come with practice, may be acquired.

7. Look over all work apprentice does, calling her attention to any mistakes made. Have her correct these and give her hints that will help her to improve. The following outline may be suggestive in giving instruction. Much more time should be spent, however, than this schedule allows.

An Outline of Four Practice Periods in Mending Given Students in the Wisconsin Library School

The Madison (Wis.) Free Library co-operates with the Library School in presenting the course in mending. Practice is done under supervision. Each period consists of two and one half hours. Subjects considered are as follows:

1. Tears; tipping loose leaves; sewing backs and loose sections; cloth and paper hinges.
2. Review of Lesson 1; work done over if wrong; rebacking; marking; books prepared for recasing; making paste.
3. Recasing; other uses of glue in mending, as tightening hinges.
4. End papers; side papers; practice in sorting books for kinds of mending, for rebinding; cleaning books; how to make scrap books from worn-out picture books.

Binding Routine

Preparation of books for bindery

Books to be sent to the bindery should be placed upon shelves in the work room labeled, "For bindery."

Binding should be done at least once or twice a year.

After librarian has decided what books are to be sent, the apprentice can be assigned the work of preparing them.

Directions for apprentice

Collate books for missing pages and imperfections (see explanation on collating new books, p. 16).

Erase pencil marks and stains with art gum.

Collate periodicals with special care for possible mutilation and imperfections. Place title page and contents in front of volume, index at end, unless otherwise paged.

Report all books with missing pages or other imperfections to librarian, who will discard much soiled or mutilated books and any with narrow margins. Remove book pockets carefully and file alphabetically. Make binding records.

Bd. No.	Author's surname	Lettering for Back
Acc. No.		
Size		
Price		
Style	Title	Outlook
(Underscore or outline proper word)		
Color: Light brown, dark brown, black, blue, red, maroon, green,	Series (if important)	
Back and Corners. Morocco, roan, buffing, buckram, cloth, art velum. <u>cowhide</u>		
Sides. Paper, cloth.	Volume	94 1910 Jan - Apr
Directions		
Bind contents of magazines in front and indexes in back unless paged to go elsewhere. Insert stubs for missing pages. Return this slip with bound volume	Name of Library	Greenville Public Library

Bd. No.	Author's surname	Lettering for Back
Acc. No.		Ward
Size		
Price		
Style	Title	English Poets
(Underscore or outline proper word)		
Color: Light brown, dark brown, black, blue, red, maroon, green,	Series (if important)	Wordsworth to Tennyson
Back and Corners. Morocco, roan, buffing, buckram, cloth, art velum.		
Sides. Paper, cloth.	Volume	4
Directions:		
Full buckram	Name of Library	821.8 W21 Greenville Public Library
Bind contents of magazines in front and indexes in back unless paged to go elsewhere. Insert stubs for missing pages. Return this slip with bound volume.		

FIG. 21.—SAMPLE BINDING SLIPS, SHOWING HOW TO INDICATE LETTERING AND STYLE OF BINDING



FIG. 22.—EXAMPLES OF BINDING, SHOWING DIFFERENT STYLES OF LETTERING

Binding Records

Binding slips

Fill out binding slips for each volume.

See Figure 21.

Note: Printed slips may be purchased from library supply firms, or blank P slips are satisfactory for this purpose. They should give directions to binder as to the kind of binding to be used and the lettering for each panel on the back of book. Sample slips should be kept on file at library for periodical sets and copied with change of volume number and date, when each volume is ready to send, so that binding may be kept uniform. A method is suggested in the *Wisconsin Library Bulletin*, 8:198-200 (Dec. 1912)

Rules for lettering

Observe accuracy in spelling, call number, division of words and titles. Remember that as the slip is made out so the book will be lettered by the binder. See Figure 22 for illustrations of lettering on rebound books.

Capitalize important words in titles.

Use Arabic numerals.

Panel 1—Author's surname; both surnames of joint authors; well known pseudonyms given in parenthesis under real name, or, if entered under pseudonym, real name in parenthesis.

Panel 2—Brief title, usually omitting initial article; give several titles if by one author and bound together; main title of sets or annuals.

Panel 3—Series, if very notable; editor, or translator if important; brief contents of single volume for specific time or subject; place and date of meeting for conferences; author and title of second book, if two are bound together.

Panel 4—Volume number only, omit abbreviation v. or vol.

Panel 5—Call number (binder sometimes makes a slight additional charge for adding); name of library at bottom.

Lettering for periodicals, see Figure 21

Panel 2—Brief title.

Panel 4—Volume, year and months; when date covers two years, use last two figures for second year. Two series, give both volume numbers, thus:

20
New series 10
1898
Jan—June

Panel 5—Name of library.

Style of binding

Indicate style and color of binding by underscoring in column provided on printed slip or by key letters, which stand for different styles.

Place slip in each volume. Pack for shipment.

Records when books are sent

Charge on book cards to bindery; file book cards alphabetically, convenient for reference, under separate guide in charging tray, marked "Bindery." If not sufficient space in tray, keep in drawer of delivery desk.

Make list in duplicate, showing number of books sent, give author's surname, brief title, volume, with binder's name and date sent at top. One copy sent to binder, one retained.

Books returned

Check up with duplicate list.

Compare books with slips for lettering.

Collate.

Replace pockets.

Return book cards to pockets.

Librarian will return to bindery books needing correction.

CHAPTER XI

LOAN WORK—PART II

Before giving the following instructions to the apprentice, be sure that she has attained accuracy and rapidity in the use of the tools described in Chapter VIII, *Loan Work—Part I*. She should know from the lessons in classification and shelving the position of books in the library, and from the lessons on the catalog the quickest way to reach information in those books. Now she is prepared for work with people at the loan desk, and should be able to give "prompt and thoughtful service."

Instructions for Apprentice

Charging Books

Note: As the apprentice has worked with the librarian at the desk, slipping books, arranging book cards, filing borrowers' applications and cards, she has had opportunity to watch the prompt serving of borrowers, charging and discharging books, and registration of borrowers. First, test apprentice's quickness in finding books by giving her some requests to fill. Meantime, have her observe charging and discharging, and then practice herself, at first under your observation, later independently. Teach her to wait on patrons in the order that they come to the charging desk.

Notice borrower's card number to be sure that it is in force, and borrower's card to see that there are no uncanceled charges of books that should be returned.

Copy borrower's card number in next vacant space on book card, *accurately*. Place personal initial after number so that mistakes can be traced.

Stamp date in next vacant space on 1) book card, 2) borrower's card, 3) dating slip. If "date due" stamp is used, be sure to use right date, 11 or 7 day, as need may be.

Insert borrower's card in book pocket, and place book card with others of current day's circulation.

If more than one book is charged, there must be a date stamped on the borrower's card for each book taken. Fiction is usually charged on the face of the card, beginning at top, and non-fiction on verso, beginning at bottom. See Figure 23.

Dates must be stamped straight and even on all cards, or space is wasted. See Figure 11.

In charging books to teachers, in addition to above processes, copy book numbers on teacher's card, thus making a double entry. See Figure 24.

Discharging Books

When dating slip is used

Compare uncanceled date on borrower's card with last date on dating slip. If they agree, cancel charge on borrower's card by stamping date of return opposite uncanceled date. This is the borrower's receipt for return of book. If several books are returned at once, be sure that charges for all are cancelled on borrower's card, comparing dates with dating slips each time. It is not necessary to stamp date of return on book card.

Return borrower's card to borrower, or keep for him, according to usage of library.

Place books discharged in pile of books to be slipped.

In discharging books, watch dates for "overdues." A book more than 5 days overdue should be slipped at once while borrower waits.

When dating slip is not used

While borrower waits, slip book, as described on p. 27-28.

Cancel borrower's card as above.

T 18		
Short, Alice		
45 South ave.		
School 5 - Grade 4		
CALL NUMBER	TAKEN	RETURNED
+ Spyrri - Heidi	31 DE '14	29 JA '15
(cop. 3)		
+ 398 - B 27	29 JA '15 H	
+ 970 - B 81	29 JA '15 H	
+ 317 - R 65	11 AP '15 H	

BOOK RECEIPT	
Borrower's No.—	497
Book—	Tarkington Turnoil (cop. 2)
Due—	April 20, 1915
Returned—	15 AP '15
Initial—	H

RECEIPT FOR BOOK RETURNED WITHOUT CARD

FIG. 21—TEACHER'S CARD SHOWING SEPARATE REGISTRATION AND DOUBLE ENTRY CHARGE

Place book in pile of books to be shelved or reserved, as case may be.

If book is returned without borrower's card, fill out receipt. See sample p. 40. Give to borrower to attach to his card, or attach to application card kept in library. When borrower's card is presented with this receipt, it is cancelled as usual.

Collection of Fines

Note: This must be understood by the apprentice in discharging books.

Compute number of days overdue, by comparing date on borrower's card with current date. (Calendar for year should be kept at desk.) A book charged on Monday, April 19, for two weeks, is one day overdue on Tuesday, May 4.

Compute amount of fine. If fine is one cent a day for each day overdue including Sundays and holidays, amount of fine is equal to number of days overdue. If two cents a day, multiply by two.

If book is more than 5 days overdue, slip at once, as fine slip is marked with notice of wrong address, contagious disease (no fine charged), wrong charge, etc., and correction can be made only at this time.

Place fine in cash drawer, and enter amount on cash slip in drawer, in column ruled for "fines." In making change, form habit of first taking from borrower the money to be changed then handing him the change. Learn to make change properly and quickly, counting *up* from the amount taken, not subtracting.

Example: If a dollar bill is taken in payment of a 7 cent fine, count "8, 9, 10, 15, 25, 50, \$1." in paying back the change.

Registration of Borrowers

Residents

If a resident of the city wishes a book, have him fill out a regular application blank with full name, address, occupation, business address, date.

Print full name, inverted, in upper left hand corner of application. See Figure 16.

Look up name in alphabetical file of borrowers to find if he has registered before, or if there are any charges for unpaid fines, damages, or long overdue books noted on a possible former application.

Look up name in city directory; if there, he is entitled to a card at once. If not there, he must first be identified by some resident or some one known to the librarian, or must secure a reference signature on his application blank. A child's application should be signed by one of his parents, before he is entitled to a card, and his age entered on application.

When found in directory, or otherwise identified, mark application "O.K." with your initials in lower right hand corner.

Enter borrower's name and address in next vacant line in registration book, under current date.

Copy number from registration book to upper right hand corner of application, and to borrower's card, face and verso. Fill in borrower's card with name and address and date of expiration, and give to borrower, explaining to him the number of books he may take at one time, and the length of time they may be kept. Explain rules and regulations of library or give printed form containing them. Place date of expiration on application under borrower's number, and place application with others issued on current day.

Note: Some libraries do not enter new borrowers in registration records at once, instead issue temporary cards with name and address, but no registration number, for use until number is assigned and permanent card made out the following morning.

Transients

Charge \$2 if a transient in the city wishes a book for use outside the library (covers cost of ordinary book).

Give receipt for money, which is refunded when book is returned.

Use ordinary receipt book.

Place money in cash drawer, with slip bearing amount, name and address of transient.

Have applicant make out application card; mark it "Transient."

Make out temporary card for applicant, bearing name and address; mark it "Transient;" charge book as usual, using name and address instead of number.

Rental Books

Note: Borrower need not use regular card for rental book; no card is needed.

Charging

Write borrower's name and address on book card.

Stamp date (7 day stamp if "date due" is used) on dating slip and book card.

On book card and on dating slip, enter word "Pd" or "Coll." after date to indicate whether rent is paid or to be collected on return of book.

When paid, place money in cash drawer, and enter amount on cash slip in column ruled for "rent."

Discharging

Look at dating slip to see if paid.

If marked "Pd," put with books to be slipped; if marked "Coll." collect charge and enter in cash as above.

Loan Records

Note: The following records can be made out by the apprentice and submitted to the librarian for revision and correction.

Cash. At end of day's work, take money and cash slip from cash drawer, and add "fines" and "rent" columns separately.

Compare total with amount of money in drawer.

Enter items in columns of cash book under current date.

Turn money over to librarian, always leaving \$1 in small change in drawer.

Statistics sheets. Circulation statistics must be counted at night or first thing in morning.

Sort book cards, fiction, non-fiction, and juvenile apart, then by classes. Count number of book cards in each class.

Add adult and juvenile circulation separately and total. After revision by librarian, copy into circulation statistics book.

At end of week, add amounts in each class; total of these "class" totals and of daily totals must agree. If correct, enter the weekly summary and totals in red in circulation book.

At end of month, add weekly summaries. Enter in red.

If library is open less than six days a week, use every column in circulation book, redating at head of page. See Figure 25.

Reserve Notice Postals

Note: A borrower should be able to have a book reserved for his use, if it is out in circulation. This is done by having at the library post cards, which he may buy for two cents, fill out, and leave at the library to be sent him when the book comes in.

Look up class number of book to be reserved, filling in on post card.

Search for book card in charging tray, attaching clip to it when found.

File post card with others waiting to be sent, filing by class number.

As books are returned, if book cards hold clips, they should be placed on shelf marked "For reserve." Look up post cards for these books, fill out and mail, placing in each book a slip with name of person for whom it is reserved and last day of reservation. Book to be placed on reserve shelf.

Each day take from shelf all books on which time of reservation is up, remove clips from book cards and return books to regular shelves.

Lost Cards

Application for new card

Take name and address of borrower on P slip, with date.

Year 1915		CIRCULATION STATISTICS														Monthly summary of the book cards or slips						
Month	March	16	18	20	22	24	26	28	30	31	1	2	3	4	5	6	7	8	9	10	11	12
Children's Books																						
100																						
Bound Periodicals		1	1	1	3				1	1							7	2	1	3		
100																						
Philosophy																						
200																						
Religion																						
300																						
Sociology			1	1	2	2	2	1	5	1	1	10	1	1	2	1						
400																						
Language																						
500																						
Natural Science		3	6	4	13	1			1	3	3	30	5	2	5	2	3					
600																						
Useful Arts			1	1	2	1	1	2	4			8	1	1	2	1	4					
700																						
Fine Arts		1	1	2	1	1	1	1				5	1	3	4	2	1					
800																						
Literature		8	1	2	11	1	4	2	7	3	3	32	4	3	7	1	1					
900-909																						
910-919		2		6	8		5	4	9	3	3	28	2	4	6	3	2					
History																						
910-919			1	5	6	8	6		14	4	4	30	1	1	2	4	1					
Travel																						
B-900		3	6	1	10		1	2	3	1	1	27	2	1	3	2	1					
Biography																						
Fiction		35	27	41	103	46	21	23	95	29	29	421	24	27	51	15	17					
Current Periodicals																						
Daily Summary		53	45	62	160	60	40	40	140	44	44	598	41	44	85	31	31					
Adults' Books																						
000																						
General Works																						
100																						
Bound Periodicals																						
100																						
Philosophy																						
200																						
Religion																						
300																						
Sociology		2	1		3							5	2	2	4	1	3					
400																						
Language		1			1	1						3										
500																						
Natural Science		3	3		6	2			3			15	1	3	4	3	2					
600																						
Useful Arts						5			5	1	1	10	3	1	4	2	1					
700																						
Fine Arts		1	1		2							1	1	1	2							
800		3	3	3	9							20	7	2	9	1						
900-909																						
910-919				3	3	3	1	4	8			16	6	3	9		3					
History																						
910-919			1	1	2	2	2		4			12	1	1	2	7						
Travel																						
B-900				1	2							5	3	2	5	1	2					
Biography																						
Fiction		45	33	35	113	44	46	22	112	35	35	460	34	31	65	30	25					
German		7	12	23	42	4	8	6	18	3	3	120	3	1	4	1	3					
Norwegian																						
Current Periodicals		1	1	1	3	2	1			3	3	19	2		2	1	3					
Reading Collection						3	1					8	2		3	1	2					
Daily Summary		65	55	67	187	67	60	34	154	43	43	698	68	47	115	51	44					
Daily Total		118	100	129	347	127	100	74	294	87	87	296	109	91	200	82	75					
Teachers' Circulation		3	6	4	13	1	2	1	4	6	6	43	2	1	3	1	3					
Pamphlets and Clippings																						
Pictures loaned		2	3	4	9	1	3	1	5	2	2	25	7	3	10	3	4					
Estimated Reading and Reference room attendance																						
Books repaired																						

FIG. 25.—CIRCULATION STATISTICS SHEET OF LIBRARY OPEN THREE DAYS A WEEK. NOTE USE OF EVERY COLUMN. WEEKLY SUMMARIES (COLUMNS WITH "S" AT HEAD) AND MONTHLY SUMMARY ARE ENTERED IN RED INK

Look up card in file of borrowers' cards at library.

Look up application card of borrower to be sure it is still in force and holds no record of book lost or unpaid fine. Copy borrower's card number on slip.

File with other slips of "duplicate cards to be issued," if not issued at once, or attach to application.

Note: Some libraries issue duplicates immediately on payment of five or ten cents; others require a delay of two weeks.

Issuing duplicate cards

Look up borrower in file of "duplicate cards to be issued."

If required time has expired, get borrower's application from file.

Make out borrower's card, using old card number and date of expiration. Mark card "Dup."
Change address if necessary.

On back of application, enter "Duplicate card issued" with date.

Place slip with other slips of duplicates issued, to be counted at end of month.

Re-registration

Assign for careful reading the article on *Re-registration*, by Maud van Buren, *Public Libraries*, 18: 229-30 (June 1913) also in *Wisconsin Library Bulletin*, 9:14-15 (Jan.-Feb. 1913).

Teach apprentice to pull applications from alphabetical file of borrowers' applications, and borrowers' cards from file at library, according to this article.

Re-alphabeting and re-filing suggested in this article can be done by apprentice.

CHAPTER XII

CATALOGING AND CLASSIFICATION

That the apprentice can be of much actual assistance to the library in the practice work she may do in cataloging and classification is doubtful. Do not plan to teach in detail processes that involve so much instruction and revision. Unless the course is organized with a special instructor in charge, little is usually attempted beyond instruction in the use of the catalog. An earlier lesson covered this topic and was designed to give a slight familiarity with cataloging terms and kinds of cards. See Chapter VII. Attendance at a library school should be advised for those wishing the detailed training.

Much depends upon the individual apprentice. Experience has shown that, with a little instruction and with samples to follow, an apprentice who does neat and careful record work, can learn to make cards for fiction and even write added entry cards for class books, where the author card and subject headings have been determined. But unless her work is usable, it will be a waste of time to assign such practice. Emphasis should be laid upon the necessity for absolute accuracy and exactness. Nothing offers better discipline in these qualities than does cataloging.

Lesson 1.—Simple Directions for Making Author and Title Cards for Fiction

Indentions

Explain the indentions for call number, author and title.

Cards ruled for pen work, with two vertical lines to show 1st and 2d indentions should be used at first. See Figure 26.

For typewritten work, the following indentions are used in the Wisconsin Library School:

Call number at 1

Author's name at 8, succeeding lines at 13

Title at 11 for first line, succeeding lines at 8.

If the typewriter has attachment for tabulating, the stops on the gage can be set at these numbers and the shifting done mechanically.

Author Card

Call number, if used, in red ink, close to left margin.

Author's name, given in full. Look up in catalog to find the proper form. If not used before, consult aids in library for finding full names. Write on top line, 1st indention; succeeding lines 2 spaces after 2d indention. Surname given first, followed by forenames.

Title written on line below author's name at 2d indention, with succeeding lines at 1st indention.

Number of volumes, if more than one, added 1 centimeter or 3 spaces on typewriter after end of title.

Use capital letters only for proper names and first word of title.

See Figure 26 showing a sample author card for book of fiction.

Title Card

Title written on top line, 2d indention, succeeding lines 2 spaces after 2d indention. Number of volumes as on author card.

Author's name on line below title, 1st indention. Use surname, followed by forename if only one; by initials, if more than one.

See Figure 27 showing a sample title card.

Tracing

Purpose has been learned through practice in withdrawing cards from catalog. Place abbreviation *t* on back of author card to indicate that a title card has been made. See Figure 28.

Practice Work

Let apprentice write cards for fiction. Full names should be supplied at first. Revise, explaining mistakes or points that may arise, require rewriting of cards if necessary.

Imprint, 3 spaces after edition or title as the case may be. Consists of place, publisher's surname, and date of publication or date of copyright, if former not given. Place of publication may be omitted, where publisher is well known.

Collation, 3 spaces after imprint. Give number of volumes if more than one, illus. por. pl. maps, diagr. tables.

Series, if known, 3 spaces after collation.

Contents and notes. Omit a line below other data on card. Begin at 2d

		Mitchell, Silas Weir
		Hugh Wymore. 2v.

FIG. 26.—SAMPLE OF HANDWRITTEN AUTHOR CARD FOR BOOK OF FICTION, SHOWING PROPER INDENTION FOR AUTHOR'S NAME AND TITLE

		Hugh Wymore. 2v.
		Mitchell, S. W.

FIG. 27.—SAMPLE OF HANDWRITTEN TITLE CARD SHOWING INDENTIONS AND ABBREVIATED FORM OF AUTHOR'S NAME

Lesson 2.—Simple Directions for Making Cards for Non-Fiction

Note: This lesson is not to be given until apprentice is expert in making cards for fiction.

indention, succeeding lines at 1st. Use extension cards if necessary.

See Figure 29.

Author Card

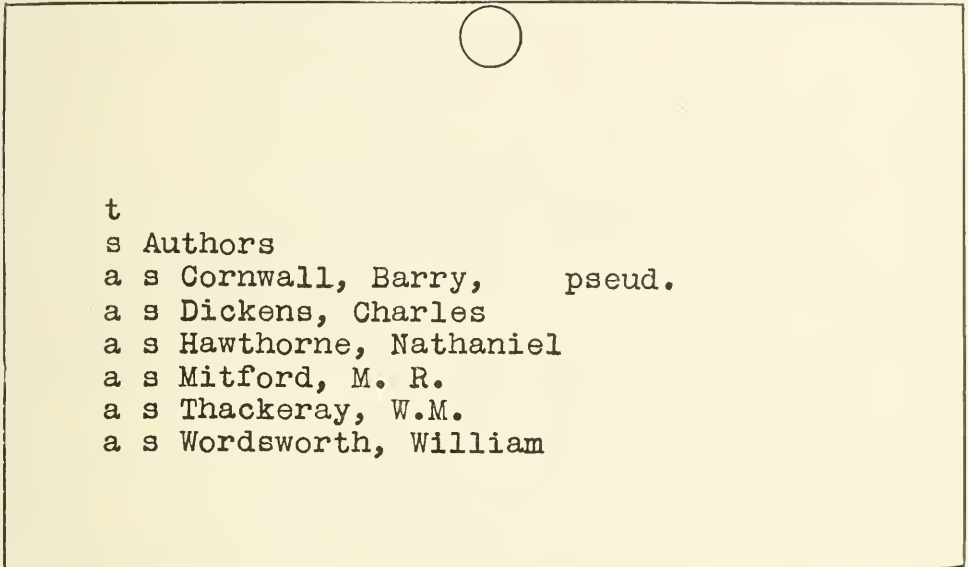
Call number, author's name and title, same position and indentions as for fiction. Edition follows 3 spaces after title. Abbreviate.

Subject Card

Explain how *A. L. A. List of Subject Headings* is used in determining best form of heading to select, e. g. *Agriculture* is preferred to *Farming* as a heading.

Write heading selected, in red ink, on top line, 2d indention.
 Author's name as on title card in abbreviated form.
 Copy other data exactly as given on author card.

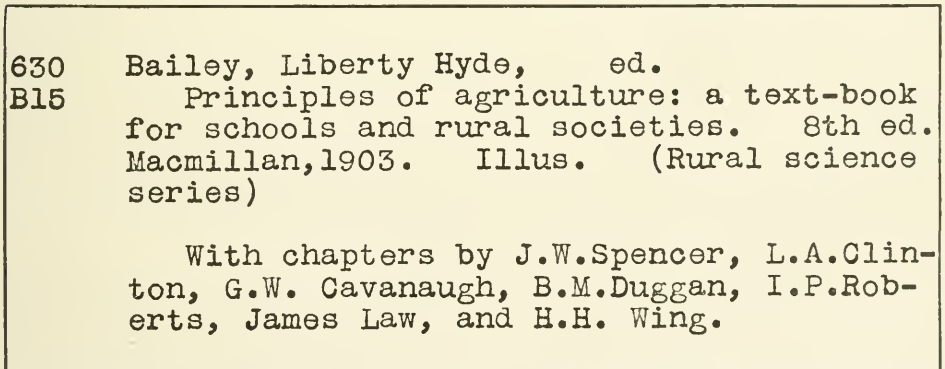
Subject heading and author's name entered as on subject card.
 Title of book, followed by date, line below author's name.
 Paging, if book is paged continuously



A rectangular card with a circular punch hole at the top center. The text is arranged in a list format with a red heading 't' and 's Authors'. The list includes authors and their pseudonyms, with some text in red.

t
 s Authors
 a s Cornwall, Barry, pseud.
 a s Dickens, Charles
 a s Hawthorne, Nathaniel
 a s Mitford, M. R.
 a s Thackeray, W.M.
 a s Wordsworth, William

FIG. 28.—SAMPLE OF THE VERSO OF AN AUTHOR CARD, SHOWING HOW TRACING FOR TITLE, SUBJECTS AND ANALYTICS IS ARRANGED



A rectangular card with a circular punch hole at the top center. The text is arranged in a list format with a red heading '630' and 'B15'. The list includes the author, title, edition, and series, with some text in red.

630 Bailey, Liberty Hyde, ed.
 B15 Principles of agriculture: a text-book
 for schools and rural societies. 8th ed.
 Macmillan, 1903. Illus. (Rural science
 series)

 With chapters by J.W.Spencer, L.A.Clin-
 ton, G.W. Cavanaugh, B.M.Duggan, I.P.Rob-
 erts, James Law, and H.H. Wing.

FIG. 29.—SAMPLE AUTHOR CARD, TYPEWRITTEN, FOR BOOK OF NON-FICTION. SHOWING HOW EDITION, IMPRINT, COLLATION, SERIES AND NOTES ARE GIVEN. NOTE SPACING AND INDENTATION. CALL NUMBER IS WRITTEN IN RED

See Figure 30, showing sample of a subject card for the book cataloged in Figure 29.

Subject Analytic Card

Explain value of making cards for chapters and sections of books.

throughout, in margin, 3d line below call number.

See Figure 31 showing sample for a short form analytic.

If title of the chapter adds any information about the scope of treatment, give it

also. See Figures 32, 33, showing samples of long form analytics.

Tracing

Show how each additional card is traced on the author card.
See Figure 28.

familiarity with the classification. She is able to find a book when it is classified, but she has had no practice in the converse, namely, in assigning the classification number to the book.

To give a little experience in this part of the work is easily possible by allowing the apprentice to practice upon an order of

630 Agriculture
B15 Bailey, L.H. ed.
 Principles of agriculture: a text-book
 for schools and rural societies. 8th ed.
 Macmillan, 1903. Illus. (Rural science
 series)

With chapters by J.W.Spencer, L.A.Clin-
ton, G.W. Cavanaugh, B.M. Duggan, I.P.Rob-
erts, James Law, and H.H. Wing.

FIG. 30.—SAMPLE SUBJECT CARD, SHOWING SUBJECT HEADING, AUTHOR'S NAME ABBREVIATED, OTHER DATA AS ON CORRESPONDING AUTHOR CARD, FIG. 29.
NOTE: CALL NUMBER AND HEADING WOULD APPEAR IN RED INK WHEN MADE IN THE LIBRARY

820 Hawthorne, Nathaniel
F46 Fields, J.T.
 Yesterdays with authors. c° 1899,

page
41-124

FIG. 31.—SAMPLE SUBJECT ANALYTIC CARD, IN SHORT FORM. NOTE INDENTIONS AND DATA GIVEN; CALL NUMBER AND PAGING TO BE WRITTEN IN RED. SIMILAR CARDS WOULD BE MADE FOR OTHER CHAPTERS IN THE BOOK

Practice Work

Give apprentice samples of each kind of card to copy for practice.
Let her try writing added entry cards, after the author card and subject headings have been assigned.
Revise all work.

Lessons on Classification and Assigning Book Numbers

Through practice in shelving and filing book cards, the apprentice has gained a

new books. Explanation of "building numbers" should be given, see introduction to *Decimal Classification*, p. 29, and brief rules for assigning book numbers from Cutter's *Author Tables*.

Since this work will not be of material assistance to the librarian, practice should be done in the apprentice's own time and may be optional.

Rules for Assigning Book Numbers

1. Find the first few letters of the author's name in the Cutter table. Use two of

the figures following, adding them to the initial to form the Book number, e. g. Baldwin, B19.

2. For names beginning A, E, I, O, U, and S, use the first two letters of the author's name instead of initials only, and one figure; and for names beginning with Sc, three letters and one figure; e. g. Addams, Ad2, Schiller, Sch3.
3. Q, X, Y, Z, use one letter and one figure, e. g. Young, Y8.

Edwin Drood, D55c. This letter is called a work mark.

For two or more titles with the same initial letter, use first letter alone for the title first in alphabetic order, and two or more initials as needed for the others.

Cooper Pathfinder	C78 p
— Pilot	C78 pi
— Pioneers	C78 pio
— Prairie	C78 pr
— Precaution	C78 prc

824 West, The - History
Ir8s Irving, Washington
Tour of the prairies. (in his Sketch
book. ,1819,)

FIG. 32.—SAMPLE SUBJECT ANALYTIC CARD, IN LONG FORM, FOR BOOK CONTAINING SEVERAL WORKS OF AN AUTHOR. NOTE PHRASING USED; PAGING OMITTED, SINCE EACH PART IS SEPARATELY PAGED

826 Lincoln, Abraham
H32 Hay, John
Lincoln as lawyer. (in Hay, John.
Addresses. 1906)
page
30-107

FIG. 33.—SAMPLE SUBJECT ANALYTIC CARD, IN LONG FORM, GIVING TITLE OF CHAPTER ANALYZED. TO AVOID AMBIGUITY THE AUTHOR'S NAME IS REPEATED, INSTEAD OF USING THE PRO-
NOUN "HIS"

4. If the first letters of the name do not occur in the table, take the letters next previous in the alphabetical order.
5. If a number has been used for another author in the same class, or the application of the above rules does not result in individual numbers for books in same class; annex another figure so as to put the name in alphabetical order in relation to names already used. Avoid using 1 as this prevents further insertions. Barr, B27, Barrie, B276.
6. Distinguish books by the same author in the same class by adding in small print initial of catch title to book number; e. g. Dickens, History of

Churchill Celebrity	C47 c
— Crisis	C47 cr
— Crossing	C47 cro
— Coniston	C47 co

7. For biography, use initial of person written about rather than author's name to keep material concerning one person together on the shelves.

When there are two or more biographies of the same person, distinguish by adding initial of biographer, as a work mark, to the book number.

Required Reading on Cataloging

Hitchler, Theresa. Cataloging for small libraries. A. L. A. Pub. board. \$1.25

Chapter 2. General principles.

CHAPTER XIII

REFERENCE WORK

In no other direction does the previous education, especially college training, and the mental ability of the apprentice count more than in reference work. The amount and character of the instruction given in the course will depend entirely upon the individual. Any one who could qualify as a library apprentice has surely used reference books for herself, though it may have been in a fumbling, haphazard fashion, without knowing the full scope of the books.

The instruction given in the course should attempt to teach how to handle books through their method of arrangement, cross references, indexes; the use of periodical indexes; and the method and scope of the more important reference books. This instruction is best given by practice in handling each book for actual questions.

When the explanation of the classification is given, attention should be directed to the reference collection, that the apprentice may know, when asked by patrons, where to find the encyclopedias, books of quotation, atlases, etc. After the first month of the course, formal instruction, with practice work in the use of the reference collection, can be begun. But not until toward the end of the course can she be entrusted to do actual reference work; even then her help can never be of material assistance to the librarian, since nearly as much time must be spent in checking it up as would have been required to have done it in the first place.

As soon as the apprentice is scheduled for work at the loan desk, reference questions will be asked her by the public. Supervision must be exercised to see that patrons are satisfied by the answers she finds. Require apprentice, when working alone, to report questions asked, answers given,

and name of patron, so that any oversight on her part can be rectified. Caution apprentice against turning patrons away unanswered. If she is unable to give the help needed, she should promise to have the material found, if patron will call again. Impress apprentice with the responsibility of giving the utmost service possible in every case. Offer to notify patron by telephone, if additional material should be found after he leaves.

General Suggestions for Work in Reference Room*

Rules to be emphasized with the apprentice when practice in reference work is begun.

1. Try first, without seeming inquisitive, to learn definitely what the reader wants. If the subject is large, try to find if he really wants to cover the entire field or some special phase, period, or subdivision of it; whether an encyclopedic account, or more exhaustive treatise is desired.

2. In case of doubt as to the kind of material the reader wants, give preference to elementary and popular treatises, suggesting that more comprehensive and scientific works are available if desired.

3. If the reader is in a hurry, find something in a reference book if possible and tell him you will get him more material in a few minutes. If nothing can be found in reference books, consult the shelves in the class most related to the subject desired. Do not wait until you have exhausted indexes and catalogs before providing your reader with a book. He may be impatient and leave.

4. If you have no adequate conception of the subject asked for, consult a ready reference book yourself.

*Adapted from stencil prepared by Elva L. Bascom on *Work in New York State Library Reading Room*.

5. Never tell a patron *off hand* that you have not what he wants.

6. If the books you find do not seem to cover the reader's needs, but he wishes to look them over, ask if you shall look further, or, if you are busy with other readers, tell him to ask again if he does not find what he wants.

7. If you send anyone to the card catalog, watch without being officious, to see that he knows how to use it intelligently. Otherwise it means a waste of his time and perhaps yours.

8. Do not make a practice of doing *everything* for a reader. The average reader should be allowed to use tables of contents and indexes himself. Students usually prefer to consult the periodical indexes themselves, and are grateful for being introduced to them. In case of other readers, judge from the character of reader or question, whether or not he is competent to use indexes. Some think indexes a bore, others find them puzzling and do not want you to know it.

9. If a question by its nature promises a good deal of research or looks hopeless, such as identifying a part of a poem or finding some obscure name, make a note of it and ask your patron to return in a day or two.

10. However trivial or impossible a request may be, treat it with consideration.

11. Be *over* obliging, even permitting yourself to be imposed on rather than risk letting readers go away dissatisfied, to grumble about the library service.

12. *A good rule.* When a lull comes, think over what you have done for each reader. Sometimes you will find that in your hurry you have overlooked something better than the material you gave a reader. If so, get it and frankly confess you have improved on yourself.

Aids in Teaching Reference Work

Gilson, M. L. Course of study for normal school pupils on the use of the library.

Chapters on The parts of a book, Magazine indexes, Reference books.

Fay, L. E. & Eaton, A. T. Use of books and libraries.

Chapters on The physical book, General reference books, Special reference books, Magazine indexes.

Kroeger, A. B. Guide to the study and use of reference books. 3d ed. revised by I. G. Mudge. A. L. A. Publishing board. \$2.50.

Ward, G. O. Practical use of books and libraries.

Chapters on Printed parts of a book, Reference books, Magazines.

Western Massachusetts Library Club. Outline of an hour's exercise on how to use the library. Wisconsin Library Bulletin, 11:106-8 (April 1915)

Wisconsin—Public Instruction Dept. Lessons on the use of the school library.

Designed for the teacher's use, but equally helpful to the librarian.

Lesson I.—Parts of a Book

The librarian should define and show illustrations of each part in the make-up of a book. Ask the apprentice to find other examples. In preparing talk and assigning lessons see chapters in the books listed above under *Aids in Teaching Reference Work*.

- End papers
- Title page
- Copyright date
- Dedication
- Table of contents
- List of illustrations and maps
 - frontispiece
 - full page illustrations
 - insets
 - half-tone
 - engraving
- Introduction and preface
- Text
- Appendix
- Glossary
- Notes
- Bibliography
- Index

Lessons 2-5.—How to Handle Books

In assigning reference books for study, require the reading of the introduction or preface, and the examination of the book for its scope, through table of contents or otherwise. Explain the meaning of scope, the value of arrangement, limitations of date, and any supplements designed to keep the work up to date. Emphasize the importance and use of the index.

Indexes and their Use

An index is an alphabetical list of the subjects treated in the book, with the number of the pages on which mentioned. It is the key to the book.

Some books are self-indexing, because arranged in alphabetical order under subject, e. g. *New International Encyclopedia*.

Illustrate reference use that shelf books can be made to furnish through their indexes,—that frequently a fact is wanted, when the book will not be read through.

Examples of Indexes

Direct attention to the points illustrated in the examples quoted below for instance use of *italics* to show book titles; pronunciation given in Guerber's *Legends*, an uncommon feature; citation for work in two volumes; use of specific entry; abbreviations employed, etc.

Extracts from index in Earle's *Child Life in Colonial Days*.

Girls, schools for, 90 *et seq.*; in England, 91; school-hours for, 95; price of schooling for, 96; education in New York, 94, 95; education in Providence, R. I., 95; education in Salem, Mass., 95; discipline of, in England 192, *et seq.*

Glass-painting, 322.

Go-cart, 23-24.

Goldsmith, Oliver, quoted, 72; children's books by, 267, 270, 273, 287; love of catches, 287.

Good Child's Little Hymn Book, 257.

Goodrich, S. G. See Peter Parley.

Goody Two Shoes, authorship of, 270; title-page of, 270-271; chapter from, 271-272; Charles Lamb on, 298.

Extracts from index in Guerber's *Legends of the Middle Ages*.

AN-GUR-VA'DEL. Magic sword, 247; Thorsten receives, 249; Frithiof inherits, 253.

AN'TON. See *Hector*.

ANT'WERP. Marriage of Else and Lohengrin at, 203.

AN'ZI-US. Emperor of Constantinople, 100.

A-POL'LO. Marsile worships, 144.

A-PU'LI-A. Part of Rother's kingdom, 89.

A-QUI-TAINE'. Walther, son of duke of, 124; Brutus coasts along, 308.

AR'ABS. Huon defeats a band of, 166; Spain under the, 282.

AR'A-GON. Calahorra cause of quarrel in, 286; Don Ramiro of, 286, 289.

ARDENNES (är-den'). Quest for robber knight of the, 134; Anymon's sons take refuge in, 160.

Extracts from index in Fiske's *American Revolution*.

Lafayette, Marquis de, i. 241; asked to go to Canada, ii. 43; meets Gates at dinner at York, ii. 44; rides to Boston, ii. 78; visit to France, ii. 202; gets troops for America, ii. 203; and Washington, ii. 225; suggests that André be exchanged for Arnold, ii. 231; on the military commission to judge André, ii. 233; and Cornwallis in Virginia, ii. 270; on Malvern Hill, ii. 272; Yorktown, ii. 280.

Lake Erie, Franklin advocates the founding of a colony on, i. 9.

Lancaster, Pa., Congress at, i. 317.

Landais, Captain, of the Alliance, ii. 123; avoids the battle with Seraphis, ii. 128; discharged from navy, ii. 130.

Abbreviations and Devices Used in Books

Consult introduction or key to learn meaning. It is a waste of time to use a book blindly without knowing what meaning has been attached to a symbol. Each book is a law unto itself, though some symbols are universally recognized.

Examples of Symbols Frequently Used

*Significance varies, commonly used to refer to foot note; special meaning frequently, e. g. in Hoyt's *Cyclopedia of Practical Quotations* means a quotation from Shakespeare.

q. v. Abbreviation of the Latin *quod vide*, 'which see,' indicates cross reference.

ib. or *ibid.* Abbreviation of the Latin *ibidem*, meaning 'the same.'

49:688. Reference to volume and page. Called Poole citation, because first used in *Poole's Index*.

178-192. Inclusive paging covered by citation, showing length of article.

et seq. or *sq.* Abbreviation of the Latin *et sequentia* or *et sequentes*, meaning 'and what follows' or 'and the following.' See index to Earle's *Child Life in Colonial Days*. Another way of indicating length of article approximately.

Difference in type. Significance varies, e. g. *italics* frequently used to indicate book title, cross references, etc.; **black face** for authors' names, etc.

Marginal notes. When found in text help to locate a fact quickly.

Specific entry or analytical index. Illustrated in examples of indexes quoted, making reference easy. Nothing is more tantalizing than an index which gives a list of page references only, with no clue as to specific content, such as

Washington, George, 7, 71-78, 81, 83, 89-90, 234, 314-56.

Atlas Indexes

Citation refers to map and section (block system). Explain how to locate a city, e. g. 13 D7 means that it will be found on map 13 in the square near the intersection of imaginary lines drawn from the letter D and figure 7, noted on margins of map.

Concordances

A concordance is an index to the words of a book, e. g. Bartlett's *Concordance to Shakespeare*.

Extracts from concordance in Hoyt's *Cyclopedia of Practical Quotations*.

Crown—abdicated his crown.....	1 a.
and an immortal crown.....	674 a.
emperor without his c.....	354 u.
Head that wears a c.*.....	535 g.
Lover or crown to thee.....	241 h.

Types of Questions to Assign for Drill in Handling Books

Answers are to be looked up in the apprentice's own time.

Appointments should be made for the discussion of these questions, which are planned to give practice in using books

and to show *scope* and *arrangement* of each work.

Questions are given for a few books only.

Other reference works should have like treatment in the course.

World's Almanac, 1917

Note: Example of a book dependent entirely upon its index for usefulness, since a systematic arrangement of the text is lacking. Note unusual position for index, in front of book.

1. Who appointed our present representative to France?

2. How many states in the Union?

3. Name ten different kinds of information found in this work.

Answer: State flowers, best athletic records, postal information, etc.

Century Atlas of the World

Note: Answers readily found through consultation of the general alphabetical index for all place names. A general alphabetical index, rather than a separate index for each map, is the test of the best modern atlas.

1. On what map and where do you find Noblesville? For what does the abbreviation 'c. h.' following Noblesville stand? What is the population?

To illustrate scope of the index and items given.

2. On what map and where do you find Loch Katrine? The Rhone river?

To illustrate inclusiveness of index, covering all geographical features.

3. Where will you find the extent of the empire of Charlemagne?

To illustrate historical maps, with separate index.

Chambers' Book of Days

Note: Material arranged chronologically, hence index a necessity.

1. Is there more material on May Day or Thanksgiving? Why?

Reason: an English work, therefore more material on May Day.

2. When is St. Swithin's day?

Indexed under name, not title of honor.

All Soul's Day? Candlemas Day?

Questions give drill in learning to use an index rapidly.

3. For what is 24 of August noted?

Found without reference to index through arrangement of book.

4. What are the customs of the wedding ring?

5. Where are hot cross buns most extensively eaten and when?

To illustrate kinds of material found in this work, and its careful indexing.

Hoyt's *Cyclopedia of Practical Quotations*

Note: Alphabetical arrangement of quotations by subject; concordance giving exact location of quotation on page. See example of this concordance cited above.

1. How is a quotation on courage found?

By means of alphabetical arrangement, under courage and cross reference in the Topical index.

2. Verify the quotation about "everybody's business being nobody's." Tell how it is traced.

Through concordance and exact reference.

3. Complete the quotation "where duty leads." Who wrote it?

4. What is the use of the asterisk in the index? Of the dagger?

Larned's *History for Ready Reference*

Note: Example of pure dictionary order for vocabulary entries, with cross reference to chronological order under country. Full context of the reference must be noted. Brought up to 1910 by supplements, making several alphabets to consult.

1. Tell where and how information can be found on Battle of Blue Licks'

Note careful cross references, taking care to get full data before turning to the reference cited.

2. On Stonehenge

Found in supplement also.

3. On Peter the Great

Note various Peters named, also that *names* are included only as they are a part of history.

4. On carpet-bagger

To illustrate minute scope of work.

5. On Civil service reform

To illustrate inclusion of social reforms as well as political movements. Supplements must be used.

6. On Rhodes scholarship

To illustrate inclusion of educational topics. Found only in second supplementary volume.

Dictionaries and Encyclopedias

1. Tell how to find in the dictionaries contained in the library

quarter binding
blind tooling
to beat time
to beat about the bush

To show how phrases and compounds are "run in" under main word in minute alphabetical order.

2. Make the *Century Dictionary* give as much information as possible on

Little Dipper
loggia
century plant

To illustrate cross references and encyclopedic information now included in many dictionaries.

3. Find William Howard Taft; Michael Angelo; Leatherstocking; f. o. b. in the dictionary. Where found in each dictionary?

To illustrate inclusion of personal names of living and deceased men, fictitious names, abbreviations, in modern dictionaries.

4. Tell how to find the complete article in the *New International Encyclopaedia* on

Fox Islands
Agriculture in France

To illustrate cross references and arrangement of material on countries.

5. From the *Encyclopaedia Britannica* answer the following:

For subject Taxation, how are various related topics found?

Find the biography of Cardinal Gibbons

Find a description of Taj-Mahal. Compare with that found in *New International Encyclopaedia*

To illustrate value of the index. Cardinal Gibbons found only in 11th edition, since living persons were not included in earlier editions.

Lessons 6-8.—How to Use Periodical Indexes

Indexes to periodical literature, as opening a great store-house of material, should be carefully explained to the apprentice, and exercises given in finding references. In demonstrating the Poole set, it is advised that the lessons be confined to the abridged edition.

Abridged Poole, 1815-1899

Indexing 39 magazines, beginning with *North American Review*.

An index by subject, giving for citation, the magazine in abbreviation, volume, and page; key in beginning; use of dash for repetition.

Readers' Guide

Vol. 1—1900-1904

Vol. 2—1905-1909

Vol. 3—1910-1914

Current monthly issues with cumulations constitute a monthly supplement.

The annual cumulations (December numbers for 1915, 1916, etc.) constitute annual supplements to the five-year volume, until another five-year cumulation takes their place.

Indexes about one hundred periodicals.

An index giving author, title, and subject entries, including for citation, the magazine in abbreviation, volume, *inclusive paging*, and date. Also makes mention of illustrations, portraits, and maps.

With the many references for all subjects in *Readers' Guide*, it is necessary to learn to use this tool intelligently, and to become expert in *reading the index*, or rather in "reading between the lines," and making all the information it gives tell somewhat of the nature of the article, before it is located in the magazine itself.

How to Read a Periodical Index

1. Subject. Read for—

The particular phase sought.

For whom or for what purpose: for a school boy, a club woman, or a professional man; for pleasant reading; for information or study. These points have a bearing on the magazine selected, length of article, etc.

For the suggestion of the phase contained in the title, as the title is often suggestive of the contents.

2. Read for the magazines available in the library, where the index is used. Every library should have a type-written list of all the magazines and volumes on its shelves to use with its indexes. For example;

SPRINGVILLE FREE LIBRARY

List of Magazines. Volumes Underscored are Unbound. Ask for these at Desk.

Abbreviation	Title	Volumes
Am. City.....	American City.....	v. 10—date (Ja.'14— date)
Am. J. Soc....	American Journal of Sociology	v. 1-2; <u>3</u> , p. 1- 280, <u>433-488</u> ; 4—date
Am. M.....	American Maga- zine.....	v. 64;65, p. 1-448, 555-656; 66, p. 107-624; 67— date
Arena.....	Arena.....	v. 2-21; 31-36; 41
Cent.....	Century.....	v. 1 (new series)— date (N. '81— date)
Char.....	Charities and Commons.....	v. 13-21. contin- ued as Survey
St. N.....	Saint Nicholas (children's room)	v. 1—date
Survey.....	Survey.....	v. 22—date
System.....	System.....	v. 23—date (Ja. '13—date)

3. Author of the article. The author's name is given when known, and often helps in determining which of several entries on the same subject may be most worth while. Impress upon the apprentice the necessity of knowing about people and subjects, as general information.

4. Standing of the magazine. For instance *The Forum* and *North American Review* give a different treatment of a subject than the *American Magazine* or *Current Opinion*.

5. Length of article.

6. Date of subject. If a recent topic, begin with most recent index and work backward. The bewildering number of supplements and indexes

makes it necessary to impress upon the apprentice how valuable her general knowledge is in using these crowded indexes to advantage.

7. Details included in entry. Use these as far as possible to decide whether the article will meet your need. Maps, illustrations, etc., often help in "reading between the lines."
8. If not found under subject sought, look under related subject.
9. Personal knowledge of articles read often helps to determine choice.
10. After reading the indexes and making the best selection of articles possible, they should be verified, to be sure that
 - a. citation was accurate, as to volume and page, and
 - b. subject matter apposite to the question, since title is often misleading and the article thus selected might not meet the need of the patron.

Lessons to Assign

First, let the apprentice read aloud to you various entries from *Readers' Guide*, going to the key for any abbreviations not understood. Send her to the bound periodicals to bring you various articles selected on a chosen topic from the references read, and let her decide if they properly answer the question.

Second, assign questions of the following type for her to answer in her own time, and hand in for criticism.

1. Find a good account of the opening of the Panama Canal
2. An article on Whitelaw Reid
3. The Simplon tunnel
4. Work of Luther Burbank
5. Description of the play, *Yellow Jacket*.

Lessons for Remainder of Course— Evaluation of Important Reference Books in the Library

Definition of a reference book

"A book which is to be consulted for definite points of information rather than read through, and is arranged with explicit reference to ease in finding specific facts."

Books to be considered

As far as time permits discuss with the apprentice the principal reference books in your library. Include trade bibliographies, such as *United States Catalog*, *A. L. A. Catalogs*, etc. The needs of the apprentice may reveal weaknesses in the library's collection.

Use Kroeger's *Guide to Reference Books*, 3d ed. as a checklist for buying and for annotations of the books discussed.

Assign questions to be hunted down in the books studied. A set of reference questions follows, which can be assigned in groups, after enough books have been considered to give the apprentice facility in handling a question.

Typical Reference Questions

The answers should be discussed with the apprentice, as to where the best one was found; how many and what books she looked in before finding an answer, thereby making false moves.

How is Disraeli pronounced? Edinburgh?

Find a facsimile of Queen Elizabeth's signature.

Find a history of medicine.

What is the meaning of "Pollice verso," the name of a picture by Gerome?

Find the poem "It was an old, old, old, old lady".

Find how "league" comes to have such totally different meanings.

Find illustrations of lace.

Who was Colleoni? Who made his statue? Where does it stand?

What is lapis lazuli? Can you find an illustration?

How is arbutus (trailing) pronounced? Route (postman's)?

Find coat-of-arms of Norway. Brazil. Canada.

Who was the Pied Piper? Little Corporal?

Who is the author of the "*Ingoldsby Legends*"?

Find an article on cranberries for a child.

What is the meaning of *laissez faire*?

Find the great seal of Wisconsin.

What are the dangerous trades, with some account of them?

Where is Hildesheim?

Information for a boy on "how to make a balloon".

In what states is Lincoln's birthday a holiday?

Who was called the "Sailor King"?

Find a quotation for a dinner in honor of an artist. A toast to "our city." An invitation to a picnic.

Time that the mulberry tree blooms.

What is the primary election law of Wisconsin, and how does it differ from the old caucus system?

Find an article on Hans Christian Andersen for a child.

Costume for Brittany peasant.

Honor system in prisons.

Care of furnaces.

Leland Stanford University.

Designs for place cards.

How to kill pests on apple trees.

Synopses of Shakespeare's plays.

Eradication of farm weeds.

State flower adopted by different states.

Some of the work of some of our great women.

Costume for King Lear.

What is the Wisconsin Blue Sky Law?

Child labor law in Wisconsin.

Picture and Clipping Collections

Explain value in reference work to supplement books.

Assign reading of article on *Picture and Clipping Collections*, by M. F. Carpenter,

Wisconsin Library Bulletin, 9:10-13 (Feb. 1913).

Subjects to select: pictures of famous paintings, architecture, sculpture, etc., holidays, pictures of costumes, scenes in different countries, pictures illustrating various industries and occupations.

Instruction to Apprentice

After explaining the method of the library in handling its collection, either mounting or filing in envelopes, give apprentice some material to arrange.

Let her assign subject headings or classify, marking in pencil on back of each piece (excellent practice in subject work or classification).

After revising, have her enter corrected heading or number on upper right hand corner of the picture or clipping.

Apprentice then files material.

Required Reading

Dana, J. C. Library primer.

Chapter on reference work—Helping the inexperienced inquirer.

Freeman, M. W. The psychological moment. *Library journal*, 36:55-62 (Feb. 1911)

"An admirable and interesting presentation of the means and methods for rapid fire reference work in public libraries." E. C. Richardson.

CHAPTER XIV

SUGGESTIONS FOR THE APPRENTICE'S PERSONAL READING*

That the apprentice will have some literary tastes and inclinations in reading may be presumed, but guidance is generally necessary on account of her immaturity and limited knowledge of books. Encourage her to read books that aid and stimulate and that will serve to introduce her to the various classes represented in the library. Impress upon her the librarian's responsibility towards patrons who seek advice. The direct influence of a librarian's own reading upon the quality of that done in a small community is often marked.

Such reading, as well as much of her study, must be done by the apprentice out of library hours. If staff meetings are held, she should take her turn in reviewing library periodicals and reporting on new books. Practice in writing book notes should be given.

Library Work

Require the current reading of *Library Journal*, *Public Libraries*, and the library commission bulletins received at the library. For example an article such as *Training of the Library Apprentice*, by M. C. Gardner in the *Library Journal*, 42: 521-28 (July 1917) should certainly be read. A few books and articles treating library work from the standpoint of the public follow:

Bostwick, A. E. American public library. Appleton. \$1.50

A valuable book to use with the apprentice. Have her begin to read chapters from it to give an idea of the dignity and extent of library work. The whole book will grow more intelligible as she progresses in the course.

Crunden, F. M. The public library: a paying investment. Outlook, 73:491-99 (Feb. 28 1903)

Larned, J. N. The mission and the missionaries of the book. (in his Books, culture, and character, p. 75-114. Houghton. \$1)

Shaw, A. M. Day's work of a librarian. World's work, 6:3681-6 (July 1903)

Hyde, W. D. The college man and the college woman. Houghton. \$1.50

This book, with its application of the four Greek virtues to daily thought and life, and its presentation of the principles of sane, happy, effective living, will bring much of suggestion and inspiration to the librarian. The philosophical principles in the chapter "The personality of the teacher" are worth careful consideration as belonging equally well to the librarian. President Hyde's book *Self-Measurement*, Huebsch, 50c. is also valuable in this connection.

Standard Fiction

Impress the apprentice with the necessity of knowing and talking about *good* books that she may be able to interest readers and be qualified to make suggestions when asked to help patrons select books. Suggest that she should read some of the older novels with which she may not be acquainted to give her a background for judging modern fiction. A short list is given from which selection can be made. From the following list Dickens, Eliot, Scott, and Thackeray have been omitted, since it may be presupposed that the apprentice has read these authors in English courses in the high school. Attractive editions are given for the books on the list; cheaper ones can be substituted.

Aldrich, T. B. Marjorie Daw. Houghton. \$1

Austen, Jane. Pride and prejudice. 2v. (St. Martin's ed.) Duffield. \$1.25 ca.

Barrie, J. M. Little minister. (Maude Adams ed.) Grosset. \$1

* These lists have been revised with additions by Elva L. Bascom, Instructor in Book Selection, Wisconsin Library School.

- Black, William.** Princess of Thule. Harper. \$1.25
- Blackmore, R. D.** Lorna Doone; illus. by Clifton Johnson. Harper. \$2
- Brontë, Charlotte.** Jane Eyre. (Haworth ed.) Harper. \$1.75
- Craik, Mrs. D. (M.)** John Halifax, gentleman. (Handy lib.) Little. \$1
- Dumas, Alexandre.** Black tulip. (Handy lib.) Little. \$1
- Gaskell, Mrs. E. C.** Cranford. Macmillan. \$1.50
- Goldsmith, Oliver.** Vicar of Wakefield. Macmillan. \$1.50
- Halevy, Ludovic.** Abbé Constantin. Dodd. \$1.25
- Hawthorne, Nathaniel.** House of the seven gables. (Visitor's ed.) Houghton. \$1
- Howells, W. D.** Rise of Silas Lapham. Houghton. \$1.50
- Hugo, Victor.** Les Misérables. 2v. Crowell. \$2.50
- Kipling, Rudyard.** Kim. Doubleday. \$1.50
- Macdonald, George.** Sir Gibbie. McKay. \$1.25
- Mitchell, S. W.** Hugh Wynne. Century. \$1.50
- Page, T. N.** Red Rock. Scribner. \$1.50
- Reade, Charles.** The cloister and the hearth. Scribner. \$1.25
- Stevenson, R. L.** Kidnapped. Scribner. \$1
- Antin, Mary.** The promised land. Houghton. \$1.75
- Balfour, Graham.** Life of Robert Louis Stevenson. (Biographical ed.) Scribner. \$1
- Barrie, J. M.** Margaret Ogilvy. Scribner. \$1.25
- Greenslet, Ferris.** James Russell Lowell. Houghton. \$1.50
- Howells, W. D.** My Mark Twain. Harper. \$1.40
- Lockhart, J. G.** Sir Walter Scott. (Everyman's library) Dutton. 50c.
- Muir, John.** Story of my boyhood and youth. Houghton. \$2
- Palmer, G. H.** Life of Alice Freeman Palmer. Houghton. \$1.50
- Schurz, Carl.** Abraham Lincoln. Houghton. \$1
- Stanley, H. M.** Autobiography. (Popular ed.) Houghton. \$2
- Steiner, E. A.** Against the current. Revell. \$1.25

Current Magazines

Walter, F. K. Periodicals for the small library. A. L. A. Pub. Board. 1913. 10c.

"An annotated list of fifty-seven periodicals, list of periodical indexes, suggested list of first magazines for a small library, and list of periodicals in the abridged *Poole's Index* and supplement, and in *Readers' Guide*." A. L. A. *Booklist*.

Cook, M. W. Magazines on special subjects for a town library. New York Libraries, 5:89-91 (May 1916)

The apprentice has been taught to check magazines and newspapers as they come to the library each day (Chapter V on *Care of Periodicals*) As she prepares the magazines for circulation she can hastily familiarize herself with their general contents and learn what each stands for. The references named above will aid in this. Each week she should include articles from the *Literary Digest*, *Outlook* or *Independent*, and the *Survey* in her personal reading. These will give her discussions of current questions and world movements, prominent men and women, art, and literature.

Each month she should read the *Atlantic* and either *Century*, *Harper's* or *Scribner's*.

Biography

The apprentice should be introduced to some of the best biographies, to enlarge her own vision of life, and to give her a personal knowledge of them.

Books for the busy man. *Nation*, 95: 903-4 (Oct. 3, 1912)

Brooks, Phillips. Biography (in his *Essays and addresses*, p. 427-53. Dutton. \$1.20)

An address to the boys in Phillips Academy, Exeter, N. H., March, 1886. One of the best discussions for the reading of biography ever presented. As stimulating and helpful today as when delivered.

One of the book reviewing periodicals, the *Nation* or the *Dial*, should be read as faithfully as the daily newspaper; and the *A. L. A. Booklist* should be scanned, for in it are authoritative notes of the new books with which she will work. *St. Nicholas* or the *Youth's Companion* should be known to her, for they will keep her in touch with current literature for children.

Once a week a review of some article in one of these magazines should be written by the apprentice for the librarian's criticism. As ability in writing reviews is acquired, the apprentice may prepare some for bulletin board or local newspaper, to attract the attention of people to interesting periodical articles to be found in the library. The following form of annotation is recommended:

How to make history dates stick, by Mark Twain. Harper's Magazine, Dec. 1914. p. 3-15.

This article by the well-known humorist describes by means of personal incidents and clever pen sketches "how to make history dates stick" in one's memory by pictorial symbols.

The road and the car, by H. B. Joy. Independent, Jan. 4, 1915. p. 20-21.

Taking the development of the railroad as ground for his argument, Mr. Joy proves that the road is the basis of all development of transportation systems. He predicts as great growth for the automobile as the locomotive has had, but maximum growth will be postponed until good roads make it possible. Clever illustrations aid the argument.

A real Pan-Americanism. World's Work, Dec. 1914. p. 137.

The writer sets forth the ignorance of each country about the other, and pleads for a closer relationship, now that each country is thrown more or less upon the resources of the other.

Children's Books

Children's books can be known and enjoyed only by reading them. It may be assumed that the apprentice is familiar from childhood with many of the books found in the children's room, such as Alcott's *Little Women*, Andersen's and Grimm's fairy tales, Lewis Carroll's *Alice in Wonderland*, etc. But she should be encouraged to continue her reading in the field of children's literature, especially if she shows an aptitude for work with young people. A wider acquaintance with books

in this field will enable her to aid the children more effectively and influence their reading. A few titles are listed here; others will be found in the lists on p. 29.

Chaucer. Tales of the Canterbury pilgrims, retold by F. J. H. Darton. Stokes. \$1.50

French, Allen. Story of Rolf and the Viking's bow. Little. \$1

Kipling, Rudyard. The jungle book. Century. \$1

Lagerlöf, S. O. L. The wonderful adventures of Nils. Doubleday. \$1.50

Molesworth, Mrs. M. L. The cuckoo clock. (Stories all children love) Lippincott. \$1.25

Pyle, Howard. Story of King Arthur and his knights. Scribner. \$2

Spyri, Johanna. Heidi. Ginn. \$1.50

Stevenson, R. L. Treasure Island. Scribner. \$1.25

Books of Poetry, Drama, and Essays

In books of poetry and drama there is "joy reading" in full measure. The apprentice should early learn to read poetry both for music and thought, and drama as well. The good anthologies give opportunity for familiarity with the best poets. It is a good plan to memorize poems or parts of poems constantly, so that they will be permanently one's own.

"—last year's sunsets, and great stars
Which had a right to come first and see
ebb

The crimson wave that drifts the sun
away—

Those crescent moons with notched and
burning rims

That strengthened into sharp fire, and
there stood,

Impatient of the azure—and that day
In March, a double rainbow stopped the
storm—

May's warm slow yellow moonlit summer
nights—

Gone are they, but I have them in my
soul."

(From Browning's *Pippa passes*.)

Poetry

Bronson, W. C., ed. American poems. Chic. Univ. Press. \$1.50

- Browning, Robert.** Poems and plays. (Everyman's library) 2v. Dutton. 50c. ea.
- Kipling, Rudyard.** Collected poems. Doubleday. \$1.80
- Noyes, Alfred.** Tales of a Mermaid tavern. Stokes. \$1.35
- Palgrave, F. T., ed.** Golden treasury of songs and poems. (Everyman's library) Dutton. 50c.
- Quiller-Couch, A. T., ed.** Oxford book of English verse. Oxford Univ. Press. \$1.90
- Rittenhouse, J. B., ed.** Little book of modern verse. Houghton. \$1

Drama

- Barrie, J. M.** Half hours. Scribner. \$1.25
- Galsworthy, John.** Plays: 1st series. Putnam. \$1.35
- Gregory, Lady.** Seven short plays. Luce. \$1.75
- Ibsen, Henrik.** The doll's house. Appleton. 50c.
- Mackaye, P. W.** Jeanne D'Arc. Macmillan. \$1.25
- Maeterlinck, Maurice.** Blue bird. Dodd. \$1.25
- Peabody, J. P.** The piper. Houghton. \$1.10
- Phillips, Stephen.** Ulysses. Lane. \$1.25
- Rostand, Edmond.** Cyrano de Bergerac. Doublday. 50c.
- Shaw, G. B.** Plays, pleasant and unpleasant. v.2 Brentano. \$1.25
- Zangwill, Israel.** The melting-pot. Macmillan. \$1.25

Essays

- Matthews, Brander, ed.** Oxford book of American essays. Oxford Univ. press. \$1.25
- Rhys, Ernest, ed.** Century of English essays. (Everyman's library) Dutton. 50c.

History and Travel

Books of history and travel make a very large and important class in every library. In history the apprentice should know who

are the leading authorities and in what field each wrote. A slight familiarity with the work of such historians as James Bryce, Channing, Fiske, J. R. Green, McMaster, Motley, and Parkman, has undoubtedly been gained from required readings in school. Notable books of travel should be read and known by the apprentice, since an interest can easily be awakened in them by an enthusiastic comment from the desk attendant.

- Lubbock, Sir John.** The pleasures of travel. (in his Pleasures of life, chapter 7. Macmillan. \$1.25)
- Rihbany, A. M.** The Syrian Christ, p. 7-8. Houghton. \$1.50
- Stephens, H. M.** History. (in Counsel upon the reading of books, p. 23-94. Houghton. \$1.50)

Entertaining Travel

- Dana, R. H., jr.** Two years before the mast; illus. by E. Boyd Smith. Houghton. \$1.50
- Flandrau, C. M.** Viva Mexico! Appleton. \$1.25
- Franck, H. A.** Vagabond journey around the world. Century. \$3.50
- Price, O. W.** Land we live in. Small. \$1.50
- Putnam, G. H.** Southland of North America. Putnam. \$2.50
- Ross, E. A.** Changing Chinese. Century. \$2.40
- Ruhl, A. B.** Other Americans. Scribner. \$2
- Thwaites, R. G.** Down historic waterways (Wisconsin) McClurg. \$1.25 (Some volume having a local appeal can be substituted.)
- Twain, Mark, pseud.** Innocents abroad Harper. \$2
- Wallace, Dillon.** Lure of the Labrador wild. Revell. \$1.50
- Warner, C. D.** My winter on the Nile Houghton. \$2

Travel Problem

An interesting exercise can be given the apprentice which will make her familiar with the *A. L. A. Catalogs*. In her previous

study of books these aids were probably quite unknown. In using them, she will get a little idea of the scope and value they are to the library, as well as practice in helping readers to select books.

Find the setting of the following novels and select two or three books of travel from the library shelves that will satisfy the average reader's desire for more information concerning the countries in which the scenes are laid.

- Black, William. Shandon bells.
 Crawford, F. M. Saracinesca.
 Jackson, H. H. Ramona.
 Kipling, Rudyard. Kim.
 Little, Frances. Lady of the decoration.
 London, Jack. Call of the wild.
 Parker, Gilbert. Weavers.
 Spyri, Johanna. Heidi.

Books in Science and Art

Books in science and art are so varied in their appeal and interest, that only a few types are suggested to give the apprentice an introduction to these fields. In these classes on the library shelves are found scientific and scholarly works, together with popular and practical manuals. Many are technical, but the alert assistant should know the best to recommend in each field.

- Baynes, E. H. Wild bird guests. Dutton. \$2
 Carleton, William, *pseud.* New lives for old. Small. \$1.20
 Cox, Kenyon. Classic point of view. Scribner. \$1.50
 Fabre, Henri. Life of the spider. Dodd. \$1.50
 Fisher, Irving & Fisk, E. L., *ed.* How to live. Funk. \$1
 Frederick, Mrs. C. (M.) The new house-keeping. Doubleday. \$1
 Jordan, D. S. Heredity of Richard Roe. Amer. Unitarian Assoc. \$1.20
 Mathews, F. S. Field book of American wild flowers. Putnam. \$2
 Sharp, D. L. Face of the fields. Houghton. \$1.50
 Stockwell, H. G. Essential elements of business character. Revell. 60c.
 Thomas, Mrs. R. (F.) Memoirs of Theodore Thomas. Moffat. \$3

The most important, the most interesting, the most instructive, the most romantic book ever

published on music in America, brimful of anecdotes and with flashlights on music in nearly all its phases.—*Nation.*

- Weed, C. M. Our trees and how to know them. Lippincott. \$3
 Williams, H. S. Miracles of science. Harper. \$2

Books in Psychology and Ethics

- Bennett, E. A. Human machine. Doran. 75c.
 Cabot, R. C. What men live by. Houghton. \$1.50
 Dubois, Paul. Education of self. Funk. \$1.50
 Hall, G. S. Youth. Appleton. \$1.50
 James, William. Habit. Holt. 50c.
 (reprinted from his Principles of psychology.)
 Laselle, M. A. Young woman worker. Pilgrim press. \$1
 Walton, G. L. Why worry? Lippincott. \$1

Books in Religion

- Clark, W. N. Sixty years with the Bible. Scribner. \$1.25
 Grenfel, Wilfred. A man's helpers. Pilgrim press. 50c.
 Rauschenbusch, Walter. Christianity and the social crisis. Macmillan. 50c.

Books in Sociology

- Addams, Jane. Twenty years at Hull House. Macmillan. \$1.50
 Bacon, Mrs. A. F. Beauty for ashes. Dodd. \$1.50
 Croley, Herbert. Promise of American life. Macmillan. 50c.
 Ellwood, C. A. Sociology and modern social problems. Amer. Book Co. \$1
 Field, A. P. L. Story of Canada Blackie. Dutton. \$1
 Hale, Mrs. B. F. R. What women want. Stokes. \$1.25
 Hinchman, W. S. The American school. Doubleday. \$1
 Palmer, G. H. The ideal teacher. Houghton. 35c.
 Roberts, Peter. New immigration. Macmillan. \$1.60

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